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Book Week Number

Some Aspects Of Boys' Reading

Louise S. Shepard

"Seventeen" And The Public Library

Mabel Williams

Library Day For Hospital Children

Katherine C. Gallivan

The Place Of Magazines In Children's Rooms

Helen M. Reynolds

Children's Literature And Children's Living

Alice Dalgliesh

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THE LIBRARY JOURNAL



Some Aspects Of Boys' Reading

By LOUISE S. SHEPARD

*Children's Librarian, Northeastern Branch, District of Columbia Public Library,
Washington, D. C.*

NO ONE knows, until he has survived it, how acute is stage fright, how acute is that tea party feeling where everybody save you is being bright and entertaining, or how acute is my own special library shyness. This shyness attacks me whenever a new boy comes into the children's room. Boys are such formidable creatures in their buckled boots and fleece lined leather jackets. One feels so incapable of guessing what is in their minds. Unfortunately, librarians can not, like doctors, bury their mistakes. Their mistakes have a way of coming back to the children's room and keeping a table between the librarian and themselves, to show how they mistrust her judgment.

I made one such mistake not long ago. A third grade boy asked for a book and I unluckily suggested that he look at our newest picture book. Now the picture book was *Ola* and older boys than he had enjoyed it, but that boy was insulted. He looked stonily at me and said he was looking for a cowboy story. If you could have followed him as he left the room, you would probably have heard something like this: "She gives me a baby picture book. Nuts!"

Such situations have completely intimidated me. I have become quite shameless about what I give boys who ask me for the first time to recommend a good book. I give them anything I think they'll read. *Emil and the Detectives* is an old standby. Almost any boy, big or little, will enjoy Emil, and you can follow it so easily with the adventures of rowdy, red-haired Admiral Bobby. The boys seem to like the way Admiral Bobby is captured from the streets to

impersonate the Prince of Wales. Admiral Bobby will lead very naturally to *The Prince and the Pauper*. If our boy enjoys that he will enjoy almost anything. If he doesn't like *The Prince and the Pauper*, you still have made good two times out of three. The boy isn't so likely to consider you "screwy" as he would if you had failed in your first guess. He will quite often allow you another chance.

It was this fear of losing a boy's confidence that kept me for a long time from giving boys certain fine books. Then came the realization that while I gave girls everything in the children's room, "boys' books" and "girls' books" indiscriminately, there were numbers of outstanding books which I was allowing the girls to monopolize.

I first thought of this when the books by Mrs. Nesbit were reprinted in this country. The English editions of these books had been in the library since before my time, and I had revelled in them. The pranks of the Bastables, Oswald's literary style and the inimitable dragons had captured my fancy from the start. I had shared this enthusiasm with numbers of children, who came back to me grinning like confederates in some outrageous plot. First they wanted to discuss the book they had just read and then—could they please have another just like it? I knew that Mrs. Nesbit was a good author and I knew that her books were popular. What I did not realize until I began reading reviews was that I never used these books with boys. It had never occurred to me that boys would like them.

As I read the reviews, I was amazed that so many of them were written by men. Men who, loving the books as boys, had carried that love through life with

them. Donald Douglas paid a glowing tribute to Mrs. Nesbit in *Books*:

"No other children were so thoroughly charming as the Bastable children, who found romance and humor in doing what all children do in a way that only the Bastable children could do these things. In your later years you never understood why E. Nesbit was not a household book in your own country, as she certainly was in England. Yet when you found an E. Nesbit worshiper it was like finding a treasure and you stayed up all night talking about Oswald Bastable's style or the sand fairy, which granted wishes with a complete disregard to their expediency in the modern world. There were multitudes of inferior persons writing about children doing childish adventures in a very dreary fashion. There was one E. Nesbit alone and incomparable."

May Lamberton Becker, in another review, tells the following incident. It took place when a large party of writers, newspaper critics and editors, were returning to London from the Malvern Festival. On the train they had been discussing Shaw's *Apple Cart*. During a lull in the conversation, Mrs. Becker, remembering that she had been asked to find out something about the author of *The Five Children*, asked:

"Did any of you know E. Nesbit?"

"It was as if a light had suddenly been lighted. Everyone leaned forward eagerly. The famous newspaper editor across from me started to speak, but before he could do so, a tall young man across the aisle rose and joined the party. He was quite red and stammering, for he was about to break the ancestral taboo that keeps an Englishman from addressing an American stranger. But—'I couldn't help overhearing,' said he, 'that you want to know about E. Nesbit. She was my godmother. I'm the little boy for whom some of the stories were written.'"

"Then he told me his name. It was that of the dramatic critic of the *Evening Standard*, a man who is himself a writer of plays—but for the moment he was a grateful, loving little boy."

If these boys of thirty years ago enjoyed the Bastables, why shouldn't the boys of today? The answer is they do. Many boys read them just as appreciatively as do the girls and like the girls they come back for more.

Using *The Bastable Children* as a starting point, I began to wonder what books we used most frequently with boys and if perhaps there weren't certain books which we held back. Books which we did not hold back consciously but which, because we thought they were not for every child, we seldom used. But who of us shall decide whether this child or that would like *The Wind in the Willows*? Who knows unless he has tried which child will like *Midnight Folk*, or whether the eerie adventures of the *Three Mulla-mulgars* can send shivers of delight down his spine? I sometimes wonder if we have real faith in every child who comes into the children's room, or whether, discouraged by the numbers who look at a nice book and then leave it on the table, we offer only the second best.

But is it only the second best? With the present wealth of fine books for children is it a matter of much importance whether a few exceptional books have a wide use or not? Here indeed is God's plenty. Will not mere inclination or a casual choice send the boy home with something sufficiently precious? Why should we care whether many boys read such books

as the *Five Children*, or the *Wind in the Willows*, or the *Three Mulla-mulgars*? Granting that these books are special books, that they are outstanding just what is the special reward they offer to the reader? The answer to this question takes me to a man not usually considered when we think of children's books or authors, Sherwood Anderson, who, in describing his own reading, says:

"Books . . . are only useful to me in as much as they feed my own dreams or give me a background upon which I can construct new dreams."

"Feed my own dreams." We want our small boys to read of King Arthur and Siegfried and dream of heroism. The trouble is many boys who have been reading their brother's series stories will not look at a knight book. You have heard them. "Aw, I hate reading those old time stories." And if our small boy will not read hero tales, how can we expect him to enjoy Mr. Toad or Nod's magic? But we might try to start him on the Bastables. Mrs. Nesbit has taken children in quite ordinary surroundings and written stories in which "adventure dogged their footsteps." The children make no last-minute boy scout rescues, catch no train robbers nor do any of the patently made up stunts that poor writers seem to think necessary for their plots. But adventure and thrills are scattered through the Nesbit books as thick as plums. Do you remember the adventure of the fire-balloon?

A fire-balloon seemed such a good toy when the children first read of it. They made a splendid one following all the directions in the book, and after many mishaps, it sailed off like a comet through the night. The next day two ricks at a neighboring farm were discovered on fire. As the wind changed, the barns and house were threatened. While the whole countryside carried water the children, with agony in their hearts, wondered what they should do. Suppose the house did catch, suppose some people were burned? If the crime were traced to them, would they be sent to prison? Finally, Oswald, who tells the story, said to Alice the next oldest:

"Look here, let's go and tell. Let's say you and I made the balloon. The others can stop out of it if they like."

"They won't if it's really prison," said Alice. "But it would be noble of us to try it on. Let's—"

"But we found we didn't know who to tell."

"It seems so fatal to tell the police," said Alice; "There's no getting out of it afterwards. Besides, he's only Jameson, and he's very stupid."

"The author assures you you do not know what it is like to have a crime like arsenic on your conscience, and to have gone to the trouble and expense of making up your mind to confess it, and then not to know who to."

"We passed a wretched day. And all the time the ricks were blazing. All the people in the village went over with carts and bikes to see the fire—like going to a fair or a show. In other circumstances we should have done the same, but now we had no heart for it."

It is incidents like this which endear the Bastable books to children. There is a universality about them which few children can resist. Similar things might have happened to Tom Sawyer or Rebecca or to any child. We have all experienced a terrific fright at some time—a sudden breath taking sensation following an apparently harmless act. Suppose we read in

the newspapers of a forest fire which started just after our last picnic? There would be the same rush of suspense, the same leaden weight on our consciences. Another virtue of the Nesbit books, if I may be excused for pointing a moral where nothing but pleasure should exist, is the constant references in them to the best children's literature. If a boy likes Oswald well enough he will want to read the books Oswald recommends. And Oswald, fortunately, always has a hero one can depend on.

In other books Mrs. Nesbit describes what would happen if our every day dreams should come true. If when we wished for a Persian cat there should be "an unexpected embarrassment of cats." Or when we expressed a private wish to be as beautiful as the day, how uncomfortable it would feel to be "as beautiful as a silly Christmas post card" and quite unrecognizable to our friends. Yes, here is certainly material to feed one's dreams.

Mr. Anderson's second requirement was that books must "give me a background upon which I can construct new dreams." Have you read *A Story Teller's Story*? In it Mr. Anderson tries to make us see the boy he was. A boy whose clothes were torn and who had no overcoat. He did not care about the overcoat, one could keep warm by running, but what he did care for were books. Some he borrowed from his teacher and others from the libraries of the towns in which he spent his boyhood. Suppose this boy should come to our children's room. Would we have insight enough to see that under his rough manner this boy is hiding a love of beauty, that he is assuming hardness so that no one will guess how sensitive he is? Will the books he takes from our library furnish him with a background upon which he can construct new dreams?

We will probably give him *Treasure Island* or *Jim Davis* and he will find in them heroism and adventure and boys as sensitive as himself. He will read of Huckleberry Finn and Penrod, whose boyhood troubles will help him to work out his own relations to an adult world. He will meet Ulysses, Robin Hood and Gawaine. He will sail the seas with the Norsemen and learn of the jungle with Mowgli. He will track Indians through the Kentucky forests, and with Caesar, he will conquer the barbarians threatening Rome. These are all "stuff that dreams are made of."

But are we likely to give this boy whose "bare hands are raw and chapped" the *Wind in the Willows* or *Irish Fairy Tales*? Or does it matter if he never reads them? I think that it does, if the psychologists are right when they say that the things a boy reads help to determine the man he will become. The boy who laughs at the absurdities of Mr. Toad is not likely to let himself grow into a pompous prig. Nor will a boy who has recognized the loving enmity between Fionn and Goll ever be able to despise entirely a worthy opponent. Between the covers of such books lie the seeds of culture and maturity. The stories do not read themselves as do many school and boy scout books. They require application, imagination and a sense of the ridiculous. A child who can give these qualities to a book will probably be a nice person to know when he grows up. Don't you sup-

pose that Kenneth Grahame and James Stephens must have read many fairy tales when they were boys? We know that Greville Macdonald did. He was raised in an atmosphere of princesses and goblins. Do you think if he had not been one of the lucky children to whom Lewis Carroll read *Alice in Wonderland* and had not known the home of the North Wind, his own dreams would have flowered into *Billy Barnicoat*?

Hugh Walpole says that as a boy he loved Mrs. Ewing's books. Not only *Jackanapes*, which is exciting enough to please anyone, but also the quiet simplicity of *Flat Iron for a Farthing*. He makes his Jeremy pore over *Masterman Ready* and *Dave in the Eagle's Nest*, as he himself had done. It never seemed to occur to him that one of these was a "boys' book" but that the other was "for girls."

Rachel Field's doll story, *Hitty*, is a book which seems to belong entirely to girls. This is certainly not surprising, for many boys would be insulted if we suggested that they might be interested in the adventures of a doll. Yet several boys have told me they enjoyed it and no votes against it were reported. Two boys especially come to my mind in regard to *Hitty*. One was a little fourth grader who, when asking to have the book renewed, said, "I know everybody wants to read this book, but I can't give it up just now. It's kind of attached to me." The other was an eighth-grade boy who gave up one of his Saturday mornings to go downtown to the Central Library where the doll *Hitty* was on display. "I liked the story of that little doll so well," he said, "that I thought I'd better see her while I had the chance."

I'm not going so far as to advise giving *Hitty* to eighth-grade boys. That particular boy was a foreigner who read what he liked regardless of the opinion of his friends. Not many American boys have achieved an equal independence of spirit.

And then there is poetry. Many a boy's contact with poetry is confined to the classroom. It is a contact which, unless handled by a skilful teacher, gives him little pleasure and too often leaves him with a real distaste for poetry. Do we librarians make a point of introducing poetry to boys? Or have we a Victorian feeling that poetry is a thing for girls and women; that when we try to give boys good poetry, we are undermining their natures and trying to make sissies of them? Somewhere between the age of Elizabeth and the beginning of the twentieth century a strange conception of the poet and the masculine reader of poetry has sprung up which is not flattering to the poet or to us.

The poets of the Renaissance were not considered weaklings by their contemporaries. Shakespeare, Sidney and Jonson were not exclusively poets. The ranks of the poets held soldiers, scholars and business men, respected and admired by their fellows. Even as late as the eighteenth century no apology was considered necessary for a man's having poetic tendencies. Yet curiously the idea has become current that a poet is a long-haired dreamer incapable of earning a living, and the man who enjoys poetry is, at best, a trifle peculiar.

Perhaps some of the poets and poetic amateurs of

the late nineteenth century are responsible for this misconception. There flourished about that time the type of person satirized in the Gilbert and Sullivan opera, *Patience*. Do you remember Bunthorne with his attendant crowds of lovelorn ladies dressed in "aesthetic draperies." From the heights of his position as a poet he advises those "anxious to shine in the high aesthetic line" to act aloof, talk transcendental chatter, so that

"... every one will say
As you walk your mystic way,
If this young man expresses himself in terms too deep
for me,
Why, what a very singularly deep young man, this deep
young man must be!"

Robinson gives us a picture of the not so successful dreamer in Miniver Cheevy:

"Miniver sighed for what was not,
And dreamed and rested from his labors;
He dreamed of Thebes and Camelot,
And Priam's neighbors . . .

"Miniver Cheevy, born too late,
Scratched his head and kept on thinking;
Miniver coughed, and called it fate,
And kept on drinking."

It is the Miniver Cheevies and Bunthornes who have helped bring a taste for poetry into disfavor. They are responsible for the *laissez-faire* attitude many of us have taken concerning poetry for children. If other children read it, why that's very nice, but there is no use forcing Willie to read it if he doesn't like it. Some of the greatest men don't like poetry, and then look at some who do. Again the image of Bunthorne! Have we in rejecting the Bunthornes and Cheevies made sufficient distinction between sensitivity and incompetence? The two are not synonymous. A man can enjoy music, art and literature and lack nothing as a business man. A boy's love for Frost's poems or the "Hunting of the Snark" will only fit him to enjoy more fully and understand more deeply the world in which he lives.

Walter De La Mare has described in the introduction to *Come Hither!* his own discovery of the joy to be found in poetry. He describes his boyhood visits to Miss Tarooone's old stone country house, and how she allowed him to read in Mr. Nahum's books. She didn't try to force poetry on the boy nor did she seem to think that it was a duty on his part to read it. She told him the books were there and that he had her permission to look at them. De La Mare admits:

"Before going any further I must confess that I was exceedingly slow over Mr. Nahum's writings. Even over volume I. When first I opened its pages I had had a poor liking for poetry because of a sort of contempt for it. 'Poetry!' I would scoff to myself, and would shut up the covers of any such book with a kind of yawn inside me."

Then he describes how, because the books were

there he went back to them. Because he went back he would re-read a page or so, and in the end those first poems came to mean more to him than any others have since.

Can we do that for our boys? When a boy with a kind of yawn shuts up the book we have offered, can we keep on leaving it on our display racks and on our tables so that eventually its cover becomes an old friend? Then perhaps some day when he is tired of the books he has been reading he will pick it up and make a discovery for himself.

Mark Twain's biographer, Albert Bigelow Paine, describes him as having been even a wilder boy than Tom Sawyer. The townspeople all said, as they shook their heads, that he was born to be hanged. He hated school and books. His chief ambition, next to being a river pilot, was to be a pirate. One day a page from some book was blown across his path, and on it was printed the story of Joan of Arc's imprisonment. As he read, Paine tells us, "there awoke in him a deep feeling of pity and indignation and with it a longing to know more of the tragic story." The boy looked up more books on Joan's life and from them went on reading French history. The ultimate result was Mark Twain's own story of *Joan of Arc*, but the immediate result was that a boy who had never liked books, had become a passionate reader.

We could go on adding example after example of the books that have influenced great men. One library even went so far as to make a survey—"The boyhood favorites of famous men"—in connection with a book week celebration. This library "made a list of forty boys' books and sent this to forty prominent men, for the most part authors and illustrators, but including one inventor, one explorer and a publisher, asking them to check their boyhood favorites and add other titles." When the returns came in one man added to the list *Uncle Remus*, *Little Women*, *Wind in the Willows*, *Pinocchio* and *Tales From the Far North*. These books should not be missed by any boy, said he. They are "first class." He adds in a postscript, "I forgot to mention Lear's *Book of Nonsense*, *Struwwelpeter*, *Bab Ballads* by W. S. Gilbert and *Ingoldsby Legends* by R. H. Barham. No one is decently brought up who is not brought up on these works."

Every one of us may differ in a choice of the essentials. But essentials there must be. Shouldn't each of us who spends her days trying to be a good children's librarian make out in her mind a list of books she considers most worth while? And then try to see if she can get the average boy to read them before he leaves her for the world of adult books. But as she does this let her bring to mind again these words of deep wisdom:

"Speak roughly to your little boy,
And beat him when he sneezes . . .
For he can thoroughly enjoy
The pepper when he pleases!"

"He who helps a child helps humanity with a distinctness, with an immediateness, which no other help given to human creatures in any other stage of their human life can possibly give again."

—PHILLIPS BROOKS

"Seventeen" And The Public Library

By MABEL WILLIAMS

Superintendent Of School Work, The New York Public Library

I FIRST WROTE a paper repeating precepts and sentiments that we all feel and express. It bored me tremendously and I pictured this occasion¹ when I should stumble through my composition exhausting my last vestige of real feeling for books or readers, while your spirits retired to other realms until silence at last told you I had finished. Instead of covering my subject completely with introduction, climax and conclusion, I've decided to plunge abruptly into the heart of the matter, which is that so far as "Seventeen" is concerned the public library must look upon itself as a social as well as an educational institution.

What does "Seventeen" bring to the public library? He does not leave his interests, his questions, his aspirations and dreams behind. They come with him, but what does the library do with this eager, still unformed young spirit? Perhaps we find that he needs to talk to a good lawyer rather than read a book on vocations. He may for the time being need a gymnasium or playground more than anything the library can provide. If we take time to discover this and make it possible for him to find these opportunities in the community, he will feel the library has done something for him personally. After all, do we really care where he finds what he is seeking so long as it is found? Must we be like the shop girl who loses all interest when customers murmur "We're just looking around!"

And "Seventeen" is "looking around"!

A young girl who had been referred to a Training School for Nurses for information our books failed to give said as she went out, "I'll come back and tell you about it."

"Have you any poetry?" asked another girl. When shown the poetry corner she said shyly, "I'm looking for a poem I heard a poet read over the radio. It was something about a mother weaving on a harp." "I know—*The Harp Weaver* by Edna St. Vincent Millay," I said. "That's it," she replied.

There were other slender volumes of modern poetry on the shelf which she did not pass by, explaining that she knew very few of the modern poets. Would a thick, exhaustive anthology have answered the need? Here is one problem in book selection for "Seventeen"!

"I'm not sure I always want a hero in my travel books", mused a girl in a book discussion group. "I liked a book of travel I read written by a man named Loti."

After talking to a class of boys in a vocational high school, one boy muttered half to himself, "I'm going to buy some books", and then catching my eye

—"Where can I buy books"? he asked. Did I before the days of the code reply "Macy's?"

In the same class came the question, "What kind of books did Balzac write"? Trying to hide my surprise I said he was a French writer who wrote about French country life and was famous for his life-like characters. "Well", sighed the boy, "we have a whole set in my house but I can't read 'em!"

Another boy, at least seventeen years old, said he liked sport stories, but he could never find any in the public library. I asked him if he had special authors in mind. "Yes", he said, "Barbour, Paine and Heyliger." Here was a boy, and there are many like him, physically adult, but with juvenile reading tastes—a second problem in book selection! It is from experiences such as these that we should build up the ideal library for the "real" seventeen.

To vision an ideal library, I am compelled to retire to a small community where all the social, educational and recreational community activities are housed in separate buildings grouped around a quadrangle. Each building is efficiently equipped and supported. Competition between these community activities does not exist, but cooperation between them is constant. Important among the qualifications for the librarian of this ideal library are skill in making social contacts and an active interest in community life.

Thus in wisely "charting the course for libraries" we may become an indicator of the intellectual and spiritual growth of the young people in the community. But in actuality we can lay no claim to such a high function unless we revise some of our attitudes.

"Seventeen" is intensely social, choosing for leisure time activities those with social aspects. Some libraries kill this natural instinct at the front door! If adult readers cannot live with this youthful exuberance, social rooms should be provided for book discussion, with attractive books and comfortable chairs. With this provision, young people could be expected to exercise some restraint in the use of the more strictly adult parts of the library. I shall never forget the club program prepared by a group of foreign-born seventeen year olds. Their reading was exceptional with an eagerness for the classics that few of our American-born achieve. But to them the most appropriate beginning for their program was singing, both solo and chorus, and in this case the library did not frown upon the linking of joyous song with the pleasure of reading.

In another public library a group of high school juniors and seniors met together to discuss current affairs. They showed a sad lack of intelligent community interest and expressed many second-hand opinions without giving them critical analysis. All this, and their own requests for special speakers, show

¹ Paper presented before the School Libraries Section, Montreal Conference, June 25, 1934.

how ready they are to slip into organized forums with competent leaders. We should have these in some of our libraries. Denmark has worked on this educational problem for about eighty years.

In Denmark young people between the ages of fourteen and eighteen years, who are not going to college, are freed from formal schooling since it is during these years that they are interested in personal, social adjustments. The community is their school where they find work, recreation and books and magazines, if they care to read. At eighteen years of age they may enter the folk high schools, for after they have made their personal adjustments they begin to reach out beyond the community for standards of living. These schools do not teach factual information, but awaken the minds of the students to the many aspects of life. Therefore, they employ the best teachers and lecturers the country can produce. The development of this plan is delightfully told in a book called *Light From the North* by Joseph K. Hart.

Community problems in America are quite different from Denmark but, in the public library developed as a social institution, we have the opportunity to meet the questions and aspirations of young people as they arise out of the experiences of everyday living.

Returning to young people and library attitudes, some boys and girls of this age will listen spell-bound to stories and book talks from books they would never have the intellectual curiosity or creative imagination to read for themselves. If their only natural approach to the better books is through the interpretation of the story-teller, should we not provide it? Besides, it does not mean they will not read other kinds of books. Such boys can often acquire facts for themselves, although they lack the skill to make literature live through their own reading. A boy might come to the library to chuckle over the exploits of Paul Bunyan and Babe, the blue ox, as presented by the story-teller, and go home with a simple account of "light waves" under his arm. Of course, that very simple book does not exist and makes our third problem in book selection.

Many of us have believed that the boy or girl not willing to walk at least four blocks to the library is not our concern. But since use of the public library is one among several voluntary leisure time activities, are we justified in this feeling? I know that practically all those boys and girls would read if the right books were placed before them and although I regret their inertia, I would like them to have the books. I have another Utopian vision to solve this problem for a city or large community. The public library should have a fleet of book wagons going to schools, business centers and factories, at convenient hours, with enough librarians to give all the personal help needed. I might add a book wagon for the users of park benches as suggested by some women in Philadelphia who are distributing books and periodicals to be collected at the end of each day! Since the individual contact between the librarian and "Seventeen" is so important in my ideal library, it is impossible to accept a compromise that will bring books

to many centers without these interpreting friendly librarians.

And here is another attitude to consider. We are apt to impress "Seventeen" as he comes to the library as upholders of authority and part of the machinery rather than a friendly person with whom it is easy to talk. Because "Seventeen" is struggling to free himself from the dependence of childhood and become a responsible adult, he may appear outwardly self-sufficient, but he is actually searching for guidance and inspiration. We must accept this paradox, treat him as an adult, close our eyes to his blundering mistakes, and be on hand when suggestions are welcome. No matter how busy the library, an approachable librarian should always be about to talk with him.

We often feel that many young people would come to the library, if they only knew what it is like. With proper handling, visiting classes from junior and senior high schools give us an exceptional opportunity to casually present the social as well as the educational aspects of the library. Then, without self-consciousness they may slip into these various social activities and build up their personal relationships with books and the librarian, as did one girl who wrote the following letter:

"I thought you would like to know that I never belonged to the library before, and that I only joined after going over there a few times with my class. I never did take a liking to book-reading, but after going to the library a few times this term, I felt out of place, because all of the girls would tell each other about this book and that book and you would ask us too, so just to be on the safe side I read one book. That led to another and still more. Now I don't know how I ever got along without them and I have no one but you to thank for my newest and nicest pastime."

I believe we must become more socialized in our book selection for "Seventeen" as well as in our personal attitudes toward him. He does not separate his reading from the drama of the life lived around him, but weaves it all together. Therefore the books he selects form a shifting mosaic changing constantly as he experiments with this and that, finally to emerge with the more personal and defined interests of the adult.

Let us return to the three problems in book selection growing out of experiences mentioned earlier. Is it enough to have anthologies representing most of the modern poets and thus save the expense of separate volumes so often very costly for their size? I am convinced that it was these beautiful examples of book-making that really led that girl beyond her first single interest in the poem heard over the radio. You yourself cannot handle Aline Kilmer's *Poor King's Daughter* or Sara Teasdale's *Strange Victory* or Winifred Welles' *Blossoming Antlers* without an irresistible impulse to dip into them. Besides, the very thinness of the book is encouraging to "Seventeen" experimenting in a strange field and ready to shy at the first reminder of thick volumes of required reading!

Then comes the boy who wanted sport stories, but couldn't find them in the public library. How often this happens! Boys and girls who have clamored to use the adult collection, frequently return to the books in the children's room and should be encour-

aged to do so. At this time they should be able to go back and forth until they are completely adjusted to adult reading. If physical conditions do not permit this, the adult department should buy certain titles that are also in the children's collection.

I invited a group of high school students to my office to enjoy a social hour with the books of 1933 that had been included in the 1933 edition of *Books for Young People*. The younger girls in the group looked politely at the 100 or more books attractively displayed, but then asked for "school stories" and gradually drifted toward our shelves of folk and fairy tales, becoming genuinely absorbed in their old favorites.

Experiences such as these prove that no lists based on reading tests or formulae should control our book selection in the public library in the face of our unique opportunity to build on what they choose when on their own.

Some members of the committee responsible for our list *Books for Young People* feel that, although we aim to reach the younger adolescent group, the list more nearly meets the reading interests of the older group as we meet them in the public library. I suspect that there is still a chasm between the reading these boys and girls can do under pressure for credit, and the reading they will do voluntarily for their own pleasure.

For those who find this list too difficult, I doubt if one could be printed. But we should never forget them in our book selection, culling here and there from children's books and including some so-called mediocre adult books because they have the simplicity of style, language and plot that these boys and girls still require. The librarian responsible for this book selection should actually read these ephemeral adult

books, constantly weeding out old titles and skillfully using what she finds to help bridge this gap from juvenile to adult reading.

If we don't do this, we must surrender this special group of young people to the moving pictures, the news-stand and their limited environment because they must go on searching for answers to their questions in the surroundings available and intelligible to them.

Our third problem in book selection is definitely related to this second one. With all our care and guidance some young people may never read the better adult books for themselves. I have already suggested the story-teller for them and hinted that they might still read books about their practical everyday interests, if such books existed in simple language with appropriate illustrations. *New Russia's Primer* by Ilin has been used as a model for clearness and simplicity by workers in the adult education field who are interested in this same problem.

I know that hundreds of boys and girls and adults, too, who never come near our libraries would use them quite naturally if we could inspire writers and publishers to work in this field and then make these books easily accessible, not burying them on the shelves with the more technical books on the same subjects.

And so to return to my starting point, for "Seventeen" a fine book collection, well administered, is not enough. The public library must become a social institution, interpreting, selecting and writing, if need be, books to meet the needs of this surging, changing group of young people with interests unending, whether their reading skill be that of a child or of a mature adult.

"Librarianship is a vocation which appeals to those who care for books. The immediate task is to bring books and people together, especially to make books of practical service to workers in their vocations or in their homes. Active library service means alert human interest in men and books. 'The right book to the right person at the right time' is the slogan. Librarianship means personal service in making the right books available when wanted, in bringing to the indifferent or uninformed person the message that there is a book for him on the subject in which he is interested; it seeks to make books vital factors in life."

—From *Training for Library Work with Children*.
By ALICE S. TYLER

Children's Literature And Children's Living

By ALICE DALGLIESH

Children's Book Editor, Charles Scribner's Sons

WHEN I WAS ASKED to speak at this meeting¹ it was suggested that I might tell how I write books for children, or I might prefer to talk about other things that seem to me to be worth emphasizing. When it comes to talking about my own books, I always think of an experience I had in Sandy Cove when I was writing *The Blue Teapot*. I often draw as I write, just because I like to draw, and I was sitting in a field drawing the little church on the hill. A small boy of seven, a summer visitor I had not seen before, came along and sat beside me.

"What are you doing?" he said.

"Writing a story."

"What about?"

"About two little girls called Sara and Abigail."

"Why is the church in the story?"

"Because Sara and Abigail go to church."

He gave me a scornful look. "I go to church every Sunday," he said, "*But who cares?* Why put that in a book?" There was silence for a few minutes. I was feeling a little crushed. He went on.

"Now, I write stories for children, myself. I write about things they are interested in."

"Such as—?" I asked meekly.

"Oh—pirates and things." He rose to go on, but looked back and called to me kindly. "You do draw rather well though. I might ask you to illustrate one of my stories some time."

I feel just that way when it comes to talking about my own books. "Who cares?" Fortunately for me there are a few children who seem to care about Sara and Abigail's quiet ways, but there are so many other books about "pirates and things" that I have chosen to talk very little about my own books, a good deal about some other things that are much on my mind just now. I feel diffident talking about books in general to a group of librarians, though I hope I know something about children and their relationships with books. What I know has been learned in eighteen years of teaching children and sharing books with them. As I have had most experience with younger children, I shall put my emphasis on that age. It is a very critical period, that period of introduction to books. It is rather a neglected period, sometimes a misunderstood one.

I feel very serious about children's reading. There is no doubt at all that older children are not reading as much as they used to. Whenever I talk to parents, or come in contact with them through my work with the *Parents' Magazine*, I hear the same thing. Children don't have time to read. They come home, play

awhile, do their homework, have dinner—then listen to the radio or go to the movies. Saturdays and Sundays there are clubs, or the children go out in the family car. Books have several strong rivals in these days: the radio, movies, automobiles, the speed at which we live.

Then, apart from the question of time, there are children who actually don't care to read. Reading is too slow. The radio and the movie are more exciting, they require less technique, anyone can look or listen. Parents worry about this situation, but they take the wrong way to remedy it, many of these actually try to shame the children into reading, or feel embarrassed and annoyed if children do not read. All too often they do not use material that really holds a child's interest. A pathetic letter from a mother came to me through the *Parents' Magazine*:

"I have bought (a well known set of subscription books). The salesman told me they would be all I needed to make Harry like reading. Now I wish you would tell me what I can do to make Harry sit still while I read to him. He gets up and goes away."

The other day I was signing books in a department store when a mother brought a little girl up to me.

"There!" she said fiercely. "I want you to look at this lady. She writes books." Then to me, "Please, will you tell Mary that when you were a little girl you read a great deal? You did, didn't you?"

"Yes, I did," I said, rather mystified.

"There you are!" giving Mary a little shake. "Shame on you that you don't want to read!"

"Don't you like to read?" I asked Mary.

"No," said Mary.

"What do you like to do?"

"Write," said Mary firmly. "I am going to write books for children. But I hate to read."

"What did I tell you?" said the mother. "Isn't she the dumb child? How can she write if she doesn't read?" And with another little shake she led the scowling Mary away. I was sorry they went because I would have liked to find out what Mary's unfortunate reading experiences had been.

With regard to the first situation, time to read, the school and the school library have a great responsibility. We can't disregard the fact that other things have entered into serious competition with reading as a recreation. We can see to it that more time is given to free contact with books in school. More and more school libraries are having "browsing periods" when children are free to read anything they want to read. Then with the reorganization of the school curriculum around children's present day interest, the children are actually doing more reading outside of regular text books. "Reading to find out"

¹ Paper presented before School Libraries Section, Montreal Conference, June 25, 1934.

is most important. The so-called "special interest" books that are gradually but surely taking the place of the formal text book should command our interest and respect. It always puzzles me when those most interested in children's literature deplore "the educational trend" in books. It is absolutely essential that we recognize two types of books, and give all the credit and encouragement that we possibly can to those very delightful books that are taking the place of the dull, uninspiring text book. They are a real contribution, a real stimulus to reading. Schools are awakening to the fact that they have not done their utmost to encourage the reading habit, and it will be a red-letter day when "required readings" and formal text books are things of the past.

As to the other question—that of children actually not wanting to read—if they do not want to read it is partly the fault of parents, teachers and librarians. It is because we put actual difficulties in the way of reading. It seems perfectly obvious that children's books must have a close connection with children's living. I wondered about this, however, when I looked through a reading list that came to me recently. It was a list planned to guide parents in selecting books for their children, and it gave ten or twelve books for each year. They were books that children supposedly should read, all of them of the type to which we give that unfortunate title "classic" and it was quite evident that *books* came first in the minds of those who made the list, *children* second. Such a book list does more harm than good. Every librarian, every teacher, every reviewer, every maker of book lists should consider children's books only as they touch the lives of children, only as they touch the lives of children today, of particular children with particular interests.

Some of our book lists need a good deal of pruning and renovating to fit modern children and modern life. Before I go on to further discussion of this I want to tell you the incident that was one of the reasons why I wrote *America Travels*. Two friends of mine were out in their car with their children, a girl of eight and a boy of ten. An airplane flew overhead, and the parents were interested but the children seemed to pay little attention. The father said to the mother:

"Those children take airplanes for granted. Do you remember how we used to run out to see an automobile?"

At that the children laughed. "Run out to see an auto!" they jeered, "you must have been dumb-bells!"

Changes have come with such amazing rapidity that children don't realize them at all. I wrote *America Travels* to show as simply as I could, the great changes that have come about in one country during one hundred years.

We don't always take this swiftly-moving world into account when planning children's reading. We sometimes drive a horse and buggy ourselves and expect these children of an age of speed to drive with us. There is one particular horse and buggy that does a great deal to slow up traffic on the road of children's reading. Its name is TRADITION. Tradi-

tions are excellent things, if we know when to discard them. Children have few traditions. They are thoroughly unconventional, at least in the years before adult patterns are imposed on them. It is too bad that iron-bound traditions should grow up around the very body of literature that should be less conventional, less hampered by tradition than any other. The worst tradition of all is that there are certain books children must read and even certain editions of books that are absolutely essential. It is the attitude towards reading that counts in these early years, it is not really essential that any particular child should read any particular book. Of course we hope that there are certain books that will be read. Parents feel disgraced if a child frankly and unashamedly says, "I don't like *Heidi*, or *Alice in Wonderland*," or whatever the so called "classic" may be. It is almost treason! It would really be better if more of us were as frank as the children. We are a little afraid to express ourselves freely, we put books on lists against our better judgment because they have always been there. I find myself doing it all the time! A few weeks ago Rachel Field and I were sitting by the fire in her apartment discussing a new and much acclaimed edition of a children's "classic." Suddenly she said, "I can't really discuss it fairly because I've always disliked the book." I said, "So have I, and I am sure many children do," and we shook hands with a sort of guilty delight in our confession.

We are all vitally concerned with children's books, deeply concerned that children keep on reading; yet because of tradition or personal prejudice or sentiment (another horse and buggy!) we do certain things that actually retard reading. We quibble about small things that do not really matter, about this edition or that. Good books are excluded from lists because they do not measure up to some individual and adult standard in illustration. One thing we all need to learn to do is to recognize the different types of contributions made by books. There are certain features in *Junket Is Nice* that may not please us, yet any book that brings forth such spontaneous laughter should be included on any book list. While we want children's books to be of high calibre we have made such a fetish of form and illustration—particularly in younger books—that we have sometimes forgotten content. As a result some of our books are like handsome gilded boxes with nothing in them. A child's book can go quite far with adults on appearance alone, but not very far with children. On the other hand, a good book is sometimes given a new start, a fresh stimulus by being presented in a new edition. Sometimes we resent new editions because of personal feeling for the old one, that again is sentiment and tradition. Any change that can make a good book that has lain unnoticed on the shelves pass again into children's hands should be welcomed. Even if as time goes on we have to make certain modifications in old favorites in order to make them more readable, none of us should wince. If certain favorites of our own have to make way for newcomers, what does it matter? If in spite of the radio—in spite of movies—in spite of the television that is coming before so very long, children continue to read enthusiastically the

books that have real meaning for them, that after all is the thing that counts. It is a time for taking stock, for laying aside prejudice, for being honest with ourselves and unhampered by tradition. Fortunately most of us realize it. I am only summing up in words what most of us think, and because we are thinking clearly there is every hope for children's books.

Now I want to take a little time to tell about books for the youngest children—those books that are so important in starting a right reading attitude.

It is only within the last few years that we have had many books for very little children, children two and three years old, and these books have had a slow and difficult start. To many people interested in books, those made for the child of nursery age seem crude, unbeautiful, uninteresting. The photographic books that have been so popular with children had to go through a period of severe criticism. They are by no means ideal, most of them could stand a good deal of improvement, but the best of them are so close to little children's lives and interests that they have made their place. If we had artists who could give to books for tiny children the reality that photographic books give, it would be a step in advance, but most artists are too sophisticated for the two-to-three-year-old. We still find Walter Crane and Kate Greenaway on lists for three- and four-year-olds. The children might enjoy those books mildly, but I can say with confidence that they would never sit forward in their chairs with shining eyes or bounce up and down with excitement saying "Just like me!" "I do that!" as they do with *Peggy and Peter*, or that very quiet but utterly satisfactory three-year-old book by Lois Lenski, *The Little Family*. The quiet, unassuming little books that are absolutely childlike and near to the lives of the youngest children sometimes are overlooked. Such a book is the Hader's *Whiffy Mc Mann*, an ideal three- to four-year-old story. I used to wonder why publishers did not give us more of these truly childlike stories. Since I gave up teaching to become a children's book editor I have found one answer to my question. Such stories are very seldom written!

We do not fully realize how important content, and childlike content, is at this age of three and four and five. Picture books get by with adults on pictures alone, but not with children. Children who cannot read like to make the content of the book their own, and this they can only do if the text has a certain simple rhythmic phrasing with no adult asides, no overload of description. Of all those who make books for small children, there are two who should have special recognition—Wanda Gág and Marjorie Flack. Wanda Gág's pictures are not always childlike but they are so much a part of the whole pattern that they are satisfactory. Her text can stand alone. She wrote me that she felt very strongly about the text of picture books, that it should be built on a strong foundation of rhythm. When she is making a book she says the text over and over to herself while she is out walking, until "it flows along easily." *The A.B.C. Bunny* is an achievement as a beautiful book in which the text not only measures up to

the standard of the pictures but shows a real understanding of children.

Marjorie Flack's books have still another charm, the charm of robust reality and phrases that children easily make their own. One does not have to read her books many times before the children join in the refrains. And how many times they are read! I can recite all the varied adventures of Angus with my eyes shut! I know the tale of that colorful duckling, Ping, by heart. I do not think that the Angus books are usually classed as "beautiful." *Little Black Sambo* isn't beautiful. But the appeal of these books long outlasts some of the more beautiful picture books overcrowded with "atmosphere." After all what is beauty? Carl Sandburg says, "Beauty is that which serves." A room is most beautiful which best serves those who live in it. Books have beauty to the extent to which they serve children. Libraries need to do more with the pre-school age, for it is here that a real liking for books is begun. There should be many special exhibits of picture books, special times for little children and their parents. And keep the emphasis not on highly aesthetic or foreign picture books, but on simple ones close to children's experience, keep the emphasis on good content even above good illustration. This sounds like treason because in picture books we tend to think of pictures first. Experience has taught me that little children's own creative work is far more influenced by the content of a book than by its illustration. Then, too, children have many art experiences outside of books, but good stories are found only in books. The ideal is, of course, the perfect picture and perfect story, and we so seldom attain perfection that there is great occasion for rejoicing when we do attain it.

We need to be sensitive to the time when a child outgrows the "baby" type of book and is ready for stronger meat. Emma Brock's *Greedy Goat* is a great favorite with five-year-olds, the folk tale quality of this and of *The Hen That Kept House* has much to do with their popularity. This year as I was reading *The Greedy Goat* to my kindergarten children, Philip said, "That story would be much better if it didn't say the same thing over so many times." He had suddenly outgrown repetition! Some time ago school readers made the mistake of over-doing repetition for six-year-olds who had outgrown it. Over and over again the little red hen found a grain of wheat. My experiences in teaching beginning reading have given me an undying hatred for the little red hen! I once listened to a reading class in a New York public school. Over and over again in dreary monotone: "Not—I," said the pig—"Not—I—." Small wonder if these children did not like to read! It is a good thing that readers now use different content and simple folk tales are left to be the joyous and spontaneous things they should be.

Another very critical period is the beginning reading period that comes between six and eight. Books for this age should be written simply enough so that they do not present undue reading difficulty. Inexpert readers should not have to say, "This is a good book but I can't read it." Most of the books written for this age are too difficult for the children to read.

the only books they can read are too babyish in content. I certainly don't think that six-to-eight books should be vocabularized, but unnecessary difficulties can be smoothed out, unnecessary description omitted. Most reading difficulties have to do with phrasing, and it is simple sentence structure that is most needed. Some writers say they do not write for children. I am not ashamed, in fact I am proud to say that I do write for children. It is perfectly possible to write freely yet keep in mind the fact that a book should be written so that unexpert readers can read it easily and with enjoyment. This seems to me to be one of the most important considerations with regard to books for this first reading age.

At this age "special interest" or "informational" books begin to enter in. These books are essential in the present organization of the school curriculum; they are essential to all today's children who are being trained to read "to find out". We need to pay a good deal of attention to informational books, for in the next few years they will be increasingly used in schools. Many of them have been very dull, and we are still experimenting to find the form in which they have the greatest appeal for children. Mrs. Mitchell's *Manhattan Now And Long Ago* is quite an achievement in its varied form. Of course it is decidedly a reference book, not one that most children will read from cover to cover. Among the books for older children both of the books on skyscrapers published this year have made their contribution although they are utterly different in form. For sheer interest *The Story Of Earth And Sky* is an achievement. I have been studying children's interests along this line very carefully recently, and it seems to me that there is no doubt that the 6-7-8-9 year old usually prefers the story form. I feel very strongly, however, that the story should be used more to give the atmosphere, the feel of the place or period than to convey information. If a book that pretends to contain a good story bulges with obvious information, it is only a hindrance to the development of a feeling of pleasure in reading. I tried the experiment in *America Travels* of putting stories first, and most of the information separately in the second part. The experiment has been successful enough so that I want to do another book in the same form. I must admit that the letters I have from children express far more pleasure in the stories than in the second part of the book, but I know they do read the second part and use it for reference!

We have given a good deal of time and consideration to "literary standards" for books. It is equally, perhaps even more important in a world as socially conscious as our world today that we give attention to social standards. It seems most essential that books should be in time with modern social attitudes. We have eager, questioning, thinking children who are intelligently critical of social conditions, yet books tend to present only the pleasant side of life, or to present outward social attitudes. I don't mean that they should harrow children unnecessarily, merely that it may be possible to present life a little more as it really is. Several people have told me lately that life is so hard and serious that we should pro-

tect children from it, that the solution is to get away from realism, to go back to more fairy tales. I don't think this is the solution. Our children are realists and we have to recognize this fact. There will always be a place for fairy tales, we do not have to worry about them. Excluded from the Soviet republic they have found their way into it again! But our children don't want to escape from realism. They are interested in life in all its most difficult aspects. I wish I had with me three poems written by a fifth-grade child after a visit to a factory. They show an insight into social conditions that many adults do not possess. Even my five-year-olds do some good social thinking. One of them said to me, "If one man kills another man we call it murder and we put him in jail. When there's a war a lot of men kill a lot of other men, but no one puts them in jail. Why?" One day we got out a map to find some places in Europe and I could scarcely believe my ears when a five-year-old said, "France and Germany are awfully close together aren't they? When they want to start another war all they have to do is walk over and start it. Wouldn't it be a good thing if there was sea between them?" These are the "babies" to whom we sometimes give the most flabby content in picture books! We even insult them by saying that at this age they don't know the difference between fact and fancy! This is one of the most popular misconceptions about children of five and six. They do know the difference, and they like their fact and fancy separate; they are a bit worried by stories that interweave them to the extent that it is hard to distinguish where one begins and the other ends. They do pretty clear thinking—much clearer than we realize.

Older children are doing clear thinking, too, and the books we give them should be equal to the thinking that they do. I have recently been making a collection of Christmas stories and it was hard to find those that were in line with modern social attitudes. Do you realize how many Christmas stories emphasize the attitude of sentimental giving, of the benevolent charity that we are trying so hard to leave behind? I am glad that we have practically passed through the period where there was unbounded enthusiasm for every kind of folk lore just because it was folk lore. Many folk tales are excellent, but the more primitive ones are about as far removed from modern social ideals as they can possibly be. They simply don't belong in the experience of children. Children are primitive? They are in some ways. I can't believe, however, that the nine- and ten-year-old children I have heard discussing the undesirability of lynching can feel a great deal of satisfaction in the punishment of "rolling down a hill in a barrel of nails" so blithely meted out in the cruder form of folk tale. Isn't it rather illogical? I am not for censorship or softening of folk tales, merely for omission of a number that seem to me to be quite worthless and totally unnecessary.

I also think that courses in children's literature in normal schools, colleges and library schools need serious revision. The student needs most of all to enjoy books herself and to know the things that children

enjoy. She needs enthusiasm! She needs to discuss present-day social values in children's books, to develop a critical yet tolerant attitude, and, especially if she is to be a teacher or a school librarian, to know intimately those books that supplement school interests. One of the most important things for a young librarian to consider is what she can do to make the library a place that will be sought eagerly by children, even by children five and six years old. I am not speaking as an outsider, for I have actually worked in a library. A small child's first experience with the library should not be "S-sh!" There should be times when the younger children are allowed to come into the library and talk about books, talk softly perhaps, but still talk. They can grow gradually into an understanding of library rules.

All these things have to do with living, not with

books alone. If a student spends, as she sometimes does, much of her time on a term paper dealing with Maria Edgeworth, with historic origins of *Mother Goose*, with a comparison of fourteen versions of *Cinderella*, I can't see that this gives her the equipment she needs to make books mean something to children. For older students with experience abstract research problems may be desirable; for young students living problems. We are training our teachers differently. We train them to meet on his own ground the eager little boy whose interest in the world about him is simply bubbling over. Librarians need the same type of training, and fortunately some of them are getting it. If children are to keep on reading, children's literature must be a vital living thing—very much of the present and the future, very little of the past.

The Development Of Library Work With Children In The Province Of Quebec

By VIOLET MARY MACEWEN

Children's Library, Fraser Institute, Montreal, Canada

IN SPEAKING of the development of Library Work With Children in this Province, I feel very diffident for two reasons—first, because there is so little organized work in Quebec so that inevitably what I have to say becomes largely a story of one experiment and second, that I have already spoken to some of you on the same subject, and it seems hardly fair to inflict it on you again, but it was suggested to me that an account of this effort, which is really pioneering, might be interesting in this day when library work elsewhere is so much more developed.¹

Quebec Province plays a large and important part in the life of the Dominion. Canada's largest province, and a key province politically, we yield second place to no one, but in library work we are still in our infancy, and particularly in the development of that branch devoted to work with children. We are, and have every right to be, proud of Quebec; we occupy a unique position among our sister provinces in that our modern development is founded upon the culture and traditions of two great nations—the French and the British.

We are biracial and bilingual, four-fifths of our population is of French origin; French thought and culture still largely dominate our social and political outlook. French civil law is practised in our courts and French is the official language of the courts. The majority of our population is of the Roman Catholic faith, and the Church plays a very important part in the life of the Province. Our educational system is based on recognition of religious differences

and our public schools are not secular, but children are admitted on a religious basis; religious knowledge or scripture is taught in both Roman Catholic and Protestant schools.

All these differences, and many others, divide us in thought, policy and development from the rest of Canada. We are, I think, more European in our general thought and outlook on social and educational matters than the other parts of North America. We lack, perhaps, what one might term a social conscience, by which I mean that we are slightly anti-social as compared with other places. All public services have been of slower growth here than elsewhere. So unlike are our conditions that even social welfare work has developed more slowly and in a different way from other parts of Canada.

So it is with libraries, we are not public-library-minded as a people. We have libraries, many of them, fine private collections and valuable libraries belonging to institutions. The people who do read are well read, interested in books and literature, in touch with the best in European, American and Canadian literature, but we have not developed public libraries, nor do we on the whole see any necessity for so doing.

Public libraries as you know them, or perhaps more correctly public library work with children, are considered by the majority of our people as charities or luxuries, rather than educational institutions and a necessity. This is the more unfortunate because nine-tenths of the population of Quebec do not remain at school after the primary course and there is, if possible, an even greater necessity to inculcate the reading habit among the young people of this province than there is elsewhere. Only by training the

¹ Paper presented before School Libraries Section, Montreal Conference, June 25, 1934.

children to read and to appreciate the value of a library in the community, may we ever hope to develop a public library system.

There is a Library Act in the Province by which the government is authorized to assist in the establishing of libraries in towns or country districts provided the educational authorities make a suitable contribution to the same end. The libraries to which this act refers, and to which any such grants have been made, are parish libraries under the immediate direction of the parish priest. In 1933, a statistical report listed 320 of these parish libraries in the province, the majority of which were reported as fallen into disuse. It is natural that this should be the case, as they are in every instance started by private initiative; little money is spent on them after the initial expenditure; and the readers in the community, having soon exhausted their resources, lose interest. It is not so much lack of money which destroys them as lack of direction and control, supervision and encouragement. (They are dependent not on public encouragement, but solely on private initiative.)

The same government report to which I refer, credits Quebec with twenty-one free or partially free public libraries. I think, however, I am still correct in saying that the Westmount Library is the only real public library in the province, *i.e.*, a library supported by the citizens of a community by taxation, without any membership fee or deposit. Many of these libraries have children's books on their shelves and, in a few cases, try to carry on work with children by shelving the books in a special section, but none of them, again with the exception of Westmount, has a children's librarian or trained children's worker.

Even in the city of Montreal no organized work with children was attempted until five years ago. The Fraser Institute had a number of books suitable for boys and girls, but no attempt was made to bring children and books together. The Mechanics' Institute did not work with persons under sixteen years of age. The Montreal Civic Library had never organized any boys' and girls' work. The City of Westmount, alone, in its delightful library situated in Westmount Park, had a charming room devoted to the children's work—with a librarian in charge—but as non-residents of that city were ineligible for membership, all those children living in the surrounding districts of Montreal were unable to share in these library advantages.

The Y. M. and Y. W. C. A., the settlements, and several missions and churches, conducted libraries for children. Indeed, a survey made by the Council of Social Agencies showed twenty-one small libraries for children in the city, but all these organizations were working separately, often under great difficulty and sometimes without any very definite standard or idea back of the work. Then, too, the appeal of such institutions and the scope of their work was necessarily limited. There was no institution comparable to a public library making an effort to give adequate library advantages to all boys and girls of the city. Some children were being served by school libraries, but even here the work was largely undeveloped. The majority of the school libraries are in the classical

colleges and convents, where they constitute part of the general scheme of education or are run as circulating libraries at a charge of so much a day for the use of the books.

Five of the high schools in Montreal under the Protestant Board, have general libraries under the direction of a librarian. The Montreal High School, and the High School for Girls, which occupy the two buildings to which this hall belongs, share a joint library, whose librarian serves both schools. The D'Arcy McGee High School, under the R. C. Board, also has an excellent library under the direction of a librarian.

In the elementary schools, books are provided annually by the School Board for Children's Reading. These fall into two classes: (1) sets of supplementary readers to be used in class as part of the school work and: (2) class libraries, small collections of books to be kept in the classrooms. The value and extent of these libraries of course depend entirely on the attitude of the principal and staff towards the importance of the children's reading.

In eleven of the forty-six schools under the Protestant Board, a room has been set aside for a library in charge of a teacher or pupil librarian. These eleven libraries form a very interesting group and show what may be done with little encouragement, less equipment, and practically no money. But all such experiments are at the mercy of circumstances, the transference or resignation of a principal or teacher may cause the collapse of the whole scheme, and at best they serve only such children as attend the school and may be used only in term time.

It had been felt for a long time that the boys and girls of Montreal should be given the advantages of library service, and this feeling at length was expressed in a movement started a little more than five years ago by a group of women, acting in cooperation with the Educational Committee of the Local Council of Women, to secure for the children of Montreal a library of their own. A small committee was appointed and empowered to proceed with plans for the organization of the Montreal Children's Library. An appeal was made to citizens of Montreal who might be interested and the sum of \$3,000 was collected, sufficient to equip and run a small demonstration library for a year. For this purpose, the governors of the Fraser Institute Library, being interested in the proposed work, offered the Committee the use of a room in the Institute in which to make a beginning.

The Fraser Institute is one of our oldest libraries. It was founded over fifty years ago by Hugh Fraser, who left money and property to establish a library in Montreal. Its operation and development have been made possible by further gifts and benefactions by patrons in Montreal. It occupies a very old building in the uptown business district, a building which was Montreal's first Protestant high school. Although it is an English institution, it has a large and valuable French collection which includes the library of L'Institut Canadien, a club at one time famous in provincial intellectual life. It has a large French and English clientèle. The room offered to the Montreal

Children's Library was large and bright, on the ground floor, and quite suitable for the purpose. It had been set aside two years previously for the children's use, but owing to lack of funds, no work had been started. It was furnished with the necessary shelving, tables, chairs and desk, and on its double doors was painted "Children's Library"—"Bibliothèque Enfantine."

Here the Montreal Children's Library began work in June, 1929. We were, of course, not ready to circulate books at once. All the work of organization had to be done and it was not until October that the library was formally opened, but as soon as it was noised abroad that books for children were to be obtained there, the children, rich and poor, large and small, came from all corners of the city; some who had lived in other cities and had been looking for a library ever since they reached Montreal, some who had never imagined that such things could be. Of the latter group were four small and grubby children who were forcibly ejected at closing time on their first visit, and returned the following day bearing a large alarm clock, because "Our mother doesn't want us to stay so late." By October, when we formally opened our doors, it had been well demonstrated that a library was needed and that the boys and girls were ready to use it.

We have never had a large circulation at the Fraser Institute. Situated as it is in the central part of the city, in the heart of the retail shopping district where the traffic is most congested, it is often difficult for the children to come alone for their books. In spite of this, membership and circulation increased steadily, and children from all parts of the city came to the library—many of them traveling for over an hour by tram, bus, or train, in order to obtain books. This has continued during the five years of its existence, no great increase but no decrease, just a steady use of the library.

In organizing the Montreal Children's Library, the aim of the committee was to found an institution which might in time serve the whole city through the establishment of neighbourhood branches in residential districts, thus making good books available to all the children of Montreal. Any expansion was greatly hindered by our uncertain financial position, but at last after two years of effort we opened a small branch, September, 1931, in Montreal West, a residential community on the extreme western outskirts of the city. The Women's Club of Montreal West cooperated with the Library committee in inaugurating this work. Half the money for the initial purchase of books was furnished by the Club and permission to use a room in one of the schools was obtained from the School Board. The remainder of the books, equipment and librarian's services were supplied by the Montreal Children's Library. From September until after Christmas the library was temporarily housed in an old and unused church building. Here on Tuesdays and Fridays, in a very small room, and with so little heat that in November, December and January the librarian worked in fur coat and goloshes, work was carried on. With a total collection of 300 books, over 200 were circulated each

week. The library was later moved to a school and is still operating there, always growing, always in need of books, but filling a real place in the community.

In spite of frequent discouragements and constant lack of funds, the library idea has grown, and in April, 1932, the Uptown Branch was opened to serve the boys and girls of the central part of the city who found it difficult to go to the Fraser Institute. This branch is situated in a largely residential district, easily accessible by bus or tram from several of the outlying residential districts. It is surrounded by schools, both public and private, and serves a large and varied group, of all classes and nationalities. We feel that this branch has more of the atmosphere of a children's room than either of the others, and marks a definite advance in the development of the Montreal Children's Library, and in the growth of library work with children.

During these five years, our book buying has had to be done very slowly and carefully and in the past year we have had to build as well, indeed almost entirely, with gifts of good books in good condition. We have tried to keep the standard of selection as high as possible. The collection is, as yet, small and a great deal of managing and stretching is required to supply the demands made upon us. The three collections are interchangeable, and books may be borrowed from another branch by asking the librarian. As the three libraries are run by one librarian, and a part-time assistant, they carry the books back and forth. Until last year, we had an English story hour for the younger children on Saturday mornings at the Fraser Institute. Book exhibits, special story hours, and a puppet show, have been held from time to time for the older members.

One rather interesting and perhaps different phase of our work is the fact that we work in two languages. We have both French and English books and children; about 25 per cent of our borrowers are French, many of them, especially the little ones, speaking no English. The attitude of the French and English children towards their reading is very different, and particularly towards books written in the other language. The French children wish to read English books as well as French, as soon as they begin to study English at school. For the most part, they are reading both languages at about fourteen years of age. Our English children, on the contrary, seldom even look at a French book, and scorn the idea that it is possible to read French for pleasure.

Our French collection is not large, but we have proceeded very slowly in our selection of books for this section. It is, of course, more difficult for an English librarian to select French books, for the French stories differ in many ways from the English, as do the children themselves. One has to formulate almost another standard by which to judge them. Very often one finds a maturity and precision in style and language in the French books which seem quite out of keeping with the childishness and simplicity of the plot and material. Many of them, like those by the Comtesse de Ségur, which are very popular, are extremely moral and instructive in tone. Our French-

Canadian children are very conservative in their tastes, and a well known title has a much greater chance of circulation than a new book. Some lovely examples of book making are to be found amongst the French children's books, unusual in make-up and illustration, but the ordinary edition is neither so strong nor attractive as an English book of the same type. We use a good many translations of well known English writers: Scott, Defoe, Kipling, Cooper, Mayne Reid, and others. These are very popular, Cooper especially being in great demand.

Another point of difference to most libraries, and a very important one, is that while we call ourselves a public library and make no charge for membership and use of the books, other than a five-cent registration fee, we are supported not by public funds but by private and voluntary subscription. We have no endowment, no grant from civic or provincial governments, no regular and assured income. This has of course made things very difficult for us, especially so since 1929. Where other institutions were forced to carry on with reduced incomes, we were compelled to work with whatever we could induce our friends to give us. This has undoubtedly hindered our growth and development for it is hard to plan constructively for the future when the treasury shows resources for only a month or so ahead, but we have carried on the work and, if we have not accomplished

all or even half of what we hoped for, we are still alive and growing. The greater part of our task is still ahead of us. There is a tremendous amount of educational work to be done before the people realize the value of the library to the community.

Our work has been pioneering and the soil on which we work has seemed at times as stern as any rock-bound coast encountered by the early settlers. We have not only to encourage and teach the boys and girls to become readers, we must convince their elders and so-called betters that reading is a necessary part of a liberal education. It takes a long time to make an impression on a city like Montreal, still longer on a Province like Quebec, but we are making an impression; slowly, the library idea is growing. Each year we find ourselves better known; each year our list of subscribers increases. This year we were able to enlist the interest and support of some of the service clubs in the city. All this implies a greater knowledge and belief in the work of the Montreal Children's Library on the part of the people and on their interest and belief, our future depends. Whether our growth is rapid or slow, we are at least confident of one thing—that an idea has been planted in the minds of the people of Montreal, that it is growing and that, if we work hard to encourage its growth, it may be granted to posterity to see children's libraries flourishing in the Province of Quebec.

Branch Libraries

They are so neighborly like little homes
For tired minds, so sunny and serene
In spite of shelves of scientific tomes
With rows of classics sandwiched in between.
I like their natural, easy, quiet air;
The something blooming in an earthen jar;
The books that show a wholesome use and wear,
And literary loiterers who spar
For extra moments with their chosen gods;
The odd assortment of the day's return;
The friendly way the desk librarian nods
As if your wishes were her deep concern.

Because they never have just what you need
You carry what you don't want home, to read!

—ANN HAMILTON WOOD
In *The Step Ladder*, October, 1934

The Place Of Magazines In Children's Rooms

By HELEN M. REYNOLDS

Head, Main Library Children's Room, Detroit, Michigan, Public Library

THE YOUTH'S COMPANION celebrated its one hundredth anniversary in 1927. For over one hundred years, since 1827, it has found its way into the hands of countless children and the influence it has exerted during that span of time cannot be measured in any degree. This influence was something so intangible and vague and yet so definitely a part of the lives of those children that countless memories are aroused in the minds of the grown people of today who were those children of yesterday.

St. Nicholas had just as vital a place and just as many friends, so much so that the old copies were bound together for the generations who followed to pore over and love in the same way.

During those years children read from the pages of those magazines some of the Children's Classics that are found in every Children's Room today. In *Our Young Folks*, an illustrated magazine for boys and girls, edited by J. T. Trowbridge and Lucy Larcom, there appeared for the first time in the January number of 1869, the first three chapters of *The Story Of A Bad Boy* by Thomas B. Aldrich. That same year *The William Henry Letters* by Mrs. A. M. Diaz, which just a short time ago were reprinted again for the children of 1930, were found in *Our Young Folks*. *Toby Tyler; or, Ten Weeks With A Circus*, by James Otis was introduced to children through *Harper's Young People* on Tuesday, December 7, 1880.

Short stories written by some of the most famous of authors for children, and stories most of us have never read and do not know appeared in them, as "Nancy Hanson's Project" by Howard Pyle, which came out in the *Harper's Young People*, Tuesday, April 13, 1880. "How It All Happened," a Christmas story by Louisa May Alcott, in *Harper's Young People*, December 21, 1880. "Sing A Song o' Sixpence," drawn by R. Caldecott in black and white, came out in *Harper's Young People*, December 28, 1880.

Thus time went by until about twenty-five or thirty years ago a home where there were children was hardly considered complete unless it could produce a copy of *The Youth's Companion*. Its arrival each week was looked forward to eagerly by all members of the family and every page read over many times, and the possession of a set of *St. Nicholas* was something to cause a feeling of envy amongst those who were not so fortunate. That period was in full swing at the same time that Children's Rooms in libraries were few and far apart.

With the advent of the Children's Rooms, full of charming and worth while books especially suited

to the needs of children, *The Youth's Companion* and *St. Nicholas* were not such necessary items, and in many places were not put into Children's Rooms in the libraries.

Since then more and more magazines have appeared on the scene. They are read and looked at by all the various members of the family and it would be strange if the children did not contribute their share of interest. The taste of their elders varies widely and the magazines that the youth of today are reading in their homes covers a wide range. Some of these magazines are very good, many mediocre, and many are very poor while there is a great deal which should never be seen by any boy or girl and much less read.

There are certain editors of some of our children's magazines who are making conscientious efforts to produce magazines which have in them what we feel should be there for our boys and girls. It would be interesting to know if these magazines are read as much by boys and girls as all the other group which are injurious and harmful. We have no facts to prove this one way or the other, but our supposition would be that the good magazine does not aspire to have by any means as large an audience as the other group, and that that audience would be much less if school libraries and public libraries did not have the better magazines.

With the cut in book funds everywhere it has become an unescapable obligation to spend money with vigilance, care and thought and to know and to be able to prove that some benefit is derived from each dollar spent. Are we justified in spending money to place magazines in Children's Rooms or should the money be used for some other purpose?

My feeling is that the answer must always be decided for each situation. At the present time there can be no definite rule for every Children's Room. The whole atmosphere of the community served must enter into the picture and influence the result. There are, undoubtedly, Children's Rooms in which magazines are not a necessary acquisition, but in other Children's Rooms they are just what is needed.

We know that we have a magazine-reading adult population. Many grown people never touch a book and all the reading they accomplish is from magazines and newspapers. The boys and girls are brought up under those conditions and follow in the footsteps of their elders. A library full of books and no magazines does not draw this type of person but a few magazines do have significance for such readers. There is always then the chance that they may acquire the book habit, and in any event they are probably reading better material than they would read outside of the library.

Times have changed since the days of the *Youth's Companion* popularity. The libraries with their books have a decided rival in the cheap magazine stand. We should not overlook this fact. Any one who has very much contact with the boy or girl of today is all too cognizant of this condition. Therefore I feel very forcefully that wherever funds are available the addition of magazines, which are chosen thoughtfully and with cognizance of their future usefulness, is an asset to that Children's Room.

This article is not a criticism of children's magazines. The subject is "The Place of Magazines in Children's Rooms." The selection of the magazines does not have to be confined to those written for children, but there is the gamut of magazines written to survey and from which to make the choice.

For convenience we may divide this field into three parts. The story magazine written especially for the boy or girl; the specialized magazine, written for boys and girls, which keeps to some special subject such as nature or hobbies of different kinds; and the magazine written for the adult which appeals to the older boy or girl and still keeps to the standard of reading that we have established for children.

In the first group there are very few story magazines actually written for children and of these only a few would be acceptable as to content and form. In the field of specialized magazines written for children those that we can consider do not exceed the

number of fingers on two hands. In the larger group of magazines written for adults there are several from which to make a selection. As an example, aeronautics is a very live issue with the boys of today. They can use and learn a good deal from some of the excellent magazines published on this subject. There are also magazines on stamps, boat-building, motor boating, outdoor life and innumerable other subjects.

Magazines chosen from these three fields make up a varied and attractive group in which almost any boy or girl can find something of interest. We feel that we are essential factors in the field of children's literature and that we are a potent influence in deciding and maintaining the standard of children's reading. Can we cast the magazine reading habit aside, which we know definitely exists among the children, and assume no responsibility in this particular reading diversion? The habit is there, magazines in countless numbers are there and probably there will be more and not less of them. There are good magazines which we can put in our Children's Rooms which may serve as an antidote for some of those read in homes. The time when two magazines such as *The Youth's Companion* and *St. Nicholas* were sufficient for the children has vanished. The children want magazines and where we can be of influence is not to disregard this fact but to do what we can to induce the reading of good magazines among our boys and girls.

"Occasionally the librarian who serves children will have to take account of stock, sum up the changes for better or for worse in the use and treatment of the room, in the manners and habits of the children and in their reading. She will have to retire a little from her work, take a bird's-eye view of it, and decide if on the whole progress is making toward her ideal. Without identifying itself with any of the movements such as the kindergarten, child-study, and social settlement, without losing control of itself and resigning itself to any outside guidance, the children's library should still absorb what is to its purpose in the work of all these agencies. 'This one thing I do', the librarian may have to remind herself, to keep from being drawn off into other issues, but by standing a little apart she may see what is to her advantage without being sucked in by the draft as some enthusiastic movement sweeps by. Must she have no enthusiasm? Yes, indeed; but is not that a better enthusiasm which enables one to work on steadily for years with undiminished courage than the kind that exhausts itself in the great vivacity of its first feeling and effort?"

—From *Library Work with Children*.
By ALICE I. HAZELTINE

Library Day For Hospital Children

By KATHERINE C. GALLIVAN

Department of Library Extension, Brooklyn, N. Y., Public Library

LIBRARY SERVICE has been enjoyed by the patients in the many hospitals of Brooklyn for some years. This service, a function of the Extension Department of the Brooklyn Public Library, was primarily for adults, but as the work progressed, it was extended to include children.

In establishing this children's unit we first visited the hospitals to ascertain the number of children, their ages, and the types of cases to be dealt with. Our next problem was one in book selection. From the juvenile collection of the Extension Department (which collection consists of books approved by the Superintendent of Work with Children) we selected what we considered most appropriate for the hospitalized child; gay and colorful picture books to break the monotony of the hospital scene, books of rhymes and games to be shared with fellow patients, stories of pioneering and exploration to broaden the sick child's narrow world, how to build aeroplanes, and how to become a collector—all suitable books of this type were included.

Let me tell you of one of my typical hospital days. Have you ever felt as important to a group of children as Santa Claus? This happens to me every Friday at two of our borough hospitals.

My first call is at Kings County (City) Hospital, the largest hospital in the Borough of Brooklyn and one of the largest medical units in this country. On arrival my first step is to pack a book-truck from the collection housed in the library room at the hospital. To round out a children's collection on one small book-truck is a stunt! This done, armed with a box of records and a pencil, I set out. There are four floors given over to children's wards: one to cardiac cases, one to orthopedic cases, one to nervous cases and one to medical cases, about 400 children in all. Their ages range from the very young to twelve and thirteen years. My visit is eagerly watched for. Often a convalescent child comes to greet me and heads stick out of ward doors as I roll my book-truck off the elevator. The majority, however, well "anchored" in their beds, make up for personal appearance by yelling and shouting, "Hello, Library Lady, come and see me first!" On each floor we have placed in a conspicuous spot, usually opposite the elevator, a library deposit box. The children are instructed to place their books inside this box before leaving the hospital. I stop here first to slip the returned books. While this is going on a child invariably stands by and regales me with the news of the week: who's gone home, which books are in the box, who's "betterer" and who's sicker! This done, with escort, I'm off to meet my public, stopping at bedsides, in the wards, on the porches, and alongside wheel-chairs.

The cardiac and orthopedic cases as a rule make up my permanent borrowers, the medical cases the "summer" public. Each floor presents a definite problem, a call for easy or difficult reading resulting from the type of case. Cardiac cases ask for "little" books, books that do not require much effort. As a result of interrupted schooling these children do not read books expected of their years. With strength today and weakness tomorrow, their progress is slow and uneven. My friend William, aged twelve, is a typical case of this sort. One Friday in particular I found William a very sick boy. I went away with little hope for him. It so happened that another librarian took the assignment the week following. I told her to watch for William and tell me how he was. Her report was: "That child, such antics! He's not sick, he's crazy. He growled at me and jumped about furiously in bed." On my next visit I scolded him for acting in such a manner in the presence of a guest librarian. His reply was, "Oh, gee, can't a guy have some fun? Didn't she know I was only playing King Kong?" Another time I placed several books on William's bed. He always likes to choose his independently, so I busied myself with another boy. Presently I turned back to William, charged the books he had chosen and picked up the remaining books from his bed. Then out came a giggle. "A you missing anything?" I looked quickly at the box on my arm. A bright yellow cover was missing. "William, you've got *The Handsome Donkey* under a sheet!" Sure enough, out came Miss Davis' "donkey."

Children in the orthopedic wards are able to reach along the levels considered normal for healthy children. They keep up fairly well with their school work. There are two resident teachers who are most friendly and helpful, and when possible we try to link library reading with school assignments. The teachers' readiness to do everything in their power for the children's progress has been an inspiration to me.

Cases of long duration mean spending the holidays away from home. Mother and father are missed, but the unusual does happen. Genevieve was all excited the Friday after Thanksgiving. She fairly burst with the story of turkey and mashed potatoes. She said: "Miss Gallivan, what do you suppose? We each had our own salt and pepper shakers!" The account of that dinner grew. One child piped up, "And what was that white stuff we had too?" The answer came: "That was celery, teacher. Mary never had none before; but I don't like it!"

Genevieve is library-minded, so much so that when she finished with a gift book, *Harold Teen* of the "Comics", she donated it to my collection. I accepted it with ceremony. Every now and then she asks about it. I truthfully tell her it's just as good as new.

You see I keep it in the library room—it's the beginning of my Exhibit Case collection! I must tell you about my friend Ernest, an old man of seven. Ernest takes life very seriously, for isn't he going to be a library man when he grows up? Once I arrived on the scene when his temperature was being taken. He said: "Please wait, I'm getting my operation. I'll get my book in a minute."

Medical cases are of shorter duration. These children do not become hospitalized and my work is therefore made a bit more difficult. Care of books and instructions about the deposit box must be given special emphasis, and judgment as to the child's sense of responsibility must be exercised; for there is always the possibility of not meeting him on the following visit. A "permanent" borrower will take the librarian's word about a book, a transient is apt to be skeptical. Peter, a medical case, was every inch skeptical about me. He objected to the Petershams' *Auntie*. He looked at the first few illustrations and decided such stuff was for girls. To save my face, I opened the book at the back, and turned page after page with the question, "Is that a girl?" Each time the answer was, "No, a boy," "No, a man," etc. I turned one page too many. There was a gorgeous cow. I repeated my question. Peter looked up at me and said, "Well, there could be lady cows!"

The House of Saint Giles the Cripple is my next call. The reading here and at Kings County Hospital differs as much as it does in an uptown and a downtown branch. Saint Giles is an orthopedic hospital supported by a Church foundation. Church societies have the children's interests always before them. Here the number of patients is small and they are given much individual attention. The atmosphere is charming, almost that of a private school. In short, there is one large happy family. The children of reading age seldom number over twenty-five. Many children have good reading backgrounds. Often I hear stories about the children's rooms in our branch libraries.

These cases are the result either of infantile paralysis or defective bone structure. All are of long duration. Though the number of readers is small the age range is wide, including boys and girls of high school grade. The high school children have such worries as book reports, and call for the average type of adolescent reading. Four high school boys in one small ward have turned collectors. Three are collecting stamps and postmarks. They are making an earnest study of Stiles' *Book of Stamps* and have solicited nurses, doctors, and our library staff (with me as agent) for contributions. The fourth boy is collecting coins. He has thirty in a tin can. I regret our staff can take no credit here, coins being scarce with us. I have, however, been able to bring him books on the subject.

A few weeks ago I brought along Lowitz' *Young America's Story of Franklin D. Roosevelt*. Thomas spied the book at once, and opened it to pictures of

Warm Springs. It was passed from bed to bed. Here were pictures of a man who had been cured of their disease! "He hasn't any cane in this picture," was one comment. And so the interest ran. This book proved most effective for it left the boys with renewed hope.

One youngster told me of a book her sister had brought home from the Eastern Parkway Branch: the story of a doll that had a fairy godmother who wore a thimble for a cap. This youngster hadn't finished the book because she had to come to the hospital "too soon." She asked me if I could bring her that story. I mentioned the titles of several doll stories to her but met with no success. I told the Children's Librarian at Eastern Parkway the difficulty in which her branch had unwittingly involved me. Within a few days a copy of Phillips' *Little Rag Doll* came to me with word that this doll had a fairy godmother. I took the book to the child, who in great glee told all the children how she had begun the story and here was the very book she had had at home. Now she could finish reading it. The book stayed at the hospital some weeks. The little girl's enthusiasm had a selling value, and it went the rounds.

Lucy Fitch Perkins placed me in an embarrassing situation. Sometime in the fall I took a copy of *The Norwegian Twins* to Saint Giles Hospital. Mae Ericksen, recently advanced from bed to crutches, was looking over the collection on my wagon. She spied the new twins and said: "I'm Norwegian. May I have *The Norwegian Twins*?" From a nearby bed a little girl with black hair and snappy black eyes spoke up and asked, "Please bring me *The Jewish Twins* next week?"

At this hospital the children like to help, so we have installed the self-charging system. It takes time, and the results are often weird. Each one though does so love to scrawl a date on the dating-slip and his name on the book-card! After all, the "teacher" can read such writing. Is there room for argument?

My purpose in relating these stories has been to bring the sick child's reactions to you by picturing, through his comments, his world. A book that will take a child to the Antarctic with Byrd, to the country with *Farmer Boy*, to the zoo, up in an airplane, or any long distance from a hospital bed, makes for contentment. Contentment is curative. Should not the hospitalized child be considered a definite library problem? We with our lack of workers and lack of books have been able to do little in comparison with the size of the job. To the librarian herself this work is stimulating. Here she is afforded a rare example of the recreational value of good books. Results fairly leap to meet her. The gaps a book can fill in the life of a sick child deprived of normal recreation help him to a balanced existence. His demands and needs should prove an incentive to librarians to work for further development in this field.

"The children's room should be the most important place in the city for the training of those readers without whom the Library is a mere ornament. . . ."

—From *Libraries for Children*.
By GWENDOLEN REES

Juvenile Exhibits And Contests

Atlanta, Georgia

IT HAS, for a number of years, been the custom in Atlanta, Georgia, to celebrate Book Week and plan vacation reading as a cooperative project between the public schools and the Public Library. The plans are worked out jointly by the Head of the Department for Boys and Girls of the Library and the Supervisor of Elementary Schools. As soon as these plans are perfected bulletins are sent to all of the schools, announcements made in classrooms, and newspaper and radio publicity secured.



"The Leaky Boathouse" Which Was Shingled Last Summer As A Vacation Reading Project In Atlanta, Georgia

As the 1933 theme for book week was "Growing up With Books," it was decided to have a hobby exhibit in the Children's Room of the Main Library, that being the most accessible place for the largest number of people. Both adults and children who were known to have interesting hobbies were invited to exhibit them. The response was so enthusiastic that suitable space and protecting some of the most valuable collections became a problem.

Outstanding among these hobbies of Atlantians was displayed the famous Frank Foster collection of ivory. Mr. Foster, whose family has for generations been associated with the manufacture of ivory articles in Ivoryton, Connecticut, is an amateur craftsman in ivory. His collection included prehistoric ivory and various specimens from all parts of the world, as well as beautifully carved articles, chessmen, a cribbage board, and other small articles, such as an inlaid head for a cane, and strings of beads. Mr. Foster was in the Children's Room from four to five each afternoon to give informal talks about his hobby to fascinated groups of children as well as grown-ups.

Another friend of the Library, a collector of rare books, lent some fifty items from her *Alice in Won-*

derland collection. This included an autographed first edition, an autographed edition of his *New Theory of Parallels* and very rare editions of translations of *Alice* into French, Italian, German, Hebrew, Celtic, Russian and Chinese.

The sixth graders who were studying the middle ages were deeply interested in a beautifully carved village of the Middle Ages, the work of an invalid who has made woodcarving his hobby. There were also exhibits of marionettes, stamps, winning models of the Atlanta Model Airplane Club, Indian collections and books relating to the hobby, whatever it might be. Various types of hobby exhibits were also shown in the branch libraries.

One sixth grade class, whose hobby was "reading" made a house of beaver board and covered it with book jackets. This house was the center of a great deal of attention in the Anne Wallace Branch and the librarian decided to leave it in a place of honor for some weeks. In the course of time it naturally became so battered and worn that repairs were necessary and the branch librarian, Martha Worsham, conceived the idea of having the children reshingle the roof. And so when the time for vacation reading came, the house was completely stripped of its roof and every child who completed the reading of ten books, the number required to receive a certificate from the library, was permitted to add a shingle to the roof. To stimulate the spirit of friendly rivalry, these shingles were in the colors of near-by schools, and the school that added the greatest number of shingles during vacation was rewarded with a book prize. Each child signed the shingle that he added to the roof and in this particular neighborhood shingling the roof of the Library Book House quickly became one of the chief communal activities.

Newark, New Jersey

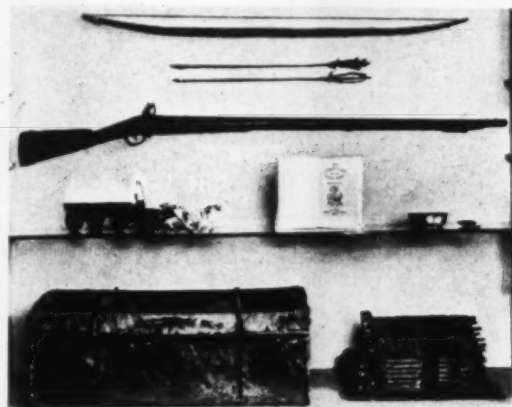
IN THE SPRING of 1933 the Newark Museum opened an exhibit called Storyland Illustrated. It was based upon a group of favorite children's books, some old, some new, which had been carefully selected with the cooperation of the children's department at the Newark Library. The entire Junior Museum (which is that part of the Newark Museum devoted to children's work) was devoted to a display of real objects as they appear in the story books on exhibit. This rather unique example of cooperation between a museum and a library in promoting interest in children's books proved a great success. Many school classes came to the Museum in a body expressly to see the exhibit; parents brought their children once, twice and again to gaze delightedly at the miniature houses, costume dolls and other objects that brought to life their favorite stories. Many requests were received from libraries in other towns and cities to borrow the exhibit, and before it was taken off, a committee of fifty children had formed in the Junior

Museum for the purpose of preparing a play based upon the exhibit they had so enjoyed.

Because its value and popularity have been proved, this exhibit was revived in part at the Newark Museum this Fall, together with a new exhibit of the same type based upon an entirely new selection of story books. The two exhibits were opened in time for the Fall meeting of the New Jersey Library Association, October 8.

The Red Queen was really responsible for everything that happened. Of course, to the uninitiated she was only a clay figure in a museum case, but to the boys and girls of the Junior Museum Clubs and their Library friends she was the open sesame to *Alice in Wonderland*. Her popularity suggested that characters from other books might be brought to life in a museum exhibit.

The Junior Museum has always had a small collection of books in connection with its work to which young people are directed, but never before had the



A Case Of Objects Illustrating "The Treasure In The Little Trunk" In The Newark Museum's Exhibit, "Story Land Illustrated"

books and objects which illustrated them been shown together. The real problem was to find books which were of literary note and suitable for museum illustration. On this, the Library Children's Department and the Junior Museum spent many hours in consultation. When the list was completed, it was surprising to find how many excellent books there were which could be used in this manner. The following titles are a few of those which were used in the original exhibit: *Little Pear* by E. F. Lattimore; *Therac and His Town* by Caroline D. Snedeker; *A Daughter of the Samurai* by E. T. Sugimoto; *Waterless Mountain* by Laura A. Armer; *The Hay Village Children* by Josephine Siebe; *Hitty*, *Her First Hundred Years* by Rachel Field; *Pinocchio* by Carlo Lorenzini; *The Treasure in the Little Trunk* by Helen F. Orton; and *Alice in Wonderland* by Lewis Carroll. In all there were some twenty-four books on display with the popular new stories as well represented as the old favorites.

Every book was carefully read by the members of the Junior Museum staff who installed the exhibit and from the Museum's collections were chosen ob-

jects that authentically reproduced those featured in the books. To go with them the labels quoting the authors' actual descriptions were typed. For example, *Treasure in the Little Trunk* was illustrated by a small trunk exactly like the one in which Patty kept her string of gold beads. There was the ox cart in which the family traveled to their new home in Western New York, the china which they had to leave behind, and the pewter which they took with them because it would not break. A miniature stage coach was shown that made traveling of that period seem quite romantic. There was the log cabin which Patty's father built, and the flintlock gun which he



Objects Illustrating "Hitty" In The Newark Museum's Exhibit, "Story Land Illustrated"

had for protection. Patty's brother, Kanah, received a present of a bow and arrow from an Indian, and that, of course, was included in the exhibit. A copy of each book featured was a prominent part of the exhibit.

Almost immediately after the opening of the Storyland Exhibit the children began coming to the Library and demanding the books which they had seen in the Museum. This demand was not only from children but from their parents as well who were delighted to find that some of their old favorites had been brought to life.

Although many requests have been received from libraries asking to borrow the exhibit, unfortunately, this has not been possible because of the expense

involved in packing. Such an exhibit, however, is within the scope of even the smallest library. A few objects borrowed from individuals, from the schools, or from a friendly museum, plus a list of carefully selected books are all that is necessary. All who are interested in seeing just how it is done are invited to visit the new Storyland Exhibit which will remain at the Newark Museum through the end of December.

Portland, Oregon

A SUCCESSFUL summer plan in the Portland, Oregon, Library Association last year was called "Reading Towers." Kathryn C. Cornwell, children's librarian of the Belmont-Hawthorne Branch tells about it:

"We wanted a reading plan to hold our children's interest during an unusually long summer vacation, but the plan had to be easy to work out. Depression-wise we knew we could not afford to print lists or buy supplies, nor would we have a great deal of time for supervising individual child readers.

"Our reading tower idea proved a simple and satisfactory project from the library staff's point of view, and—final test!—the children took an unusually active and sustained interest in it. Our only equipment was two pieces of poster paper. Out of these we cut a white castle surrounded by green trees. The unfinished-looking castle walls were to be overlaid with pieces of paper to resemble masonry. Each block (3/4" x 1" was the best size) had a child's name, grade, and the title, and author of the book he had read printed on it in india ink. Old book jackets supplied the bits of colored paper for these stones.

"As the blocks were pasted on the castle walls a few at a time the effect was one of really building. This gradual growth undoubtedly contributed greatly to the children's interest. They soon learned to give each new section of masonry a minute inspection, looking, of course, for their own latest blocks. We also found that it had a beneficial effect upon the quality of their reading if we used their favorite bright colors for blocks representing the better titles.

"To simplify the work as much as possible we cut a pattern for a castle with two towers. This was sent with the following directions to each branch library:

"(1) Have the child write his name, the book title, and author on a slip of paper and drop it into a box that you keep prominently located for this purpose.

"(2) Insure accuracy by having the blocks cut and printed by the staff.

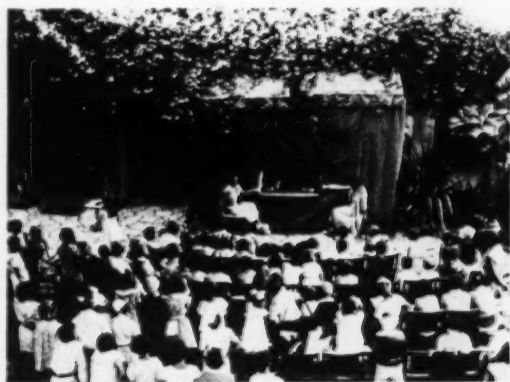
"(3) Although any title on any of your children's lists should be accepted, or even any book in your branch, a shelf of selected titles would be advisable. Use historical romances, stories of chivalry, and biographies for older children; legends, and fairy tales for younger children. Choose those that will lend a literary tradition to castle-building.

"(4) There will not be time for receiving reviews written or spoken. An occasional question may be needed, however, to check the too ambitious.

"In spite of the pattern our architectural achievements proved to be amusingly varied. We built with grayish neutral-toned blocks and achieved 'real' castles. We used bright reds and blues and had gay reading towers. These were the favorites, but the children enjoyed building both kinds. The only trick to using the plan successfully, we believe, lies in leaving the white castle foundation as 'unbuilt' and unfinished-looking as one can and still achieve an attractive poster for the children's room."

Santa Barbara, California

TO GIVE credit where credit is due, *Ragamuffin Puppets* by F. L. Warner was the starting point of the production of the puppet show of the "Story of Dr. Dolittle" by Isabel M. Burke of the Santa Bar-



*Their Backs Are Eloquent, But More So Were Their Faces
As They Watched The Puppet Show Of Dr. Dolittle*

bara Public Library. By following direction and using her own ingenuity, she found that a real likeness of the beloved doctor could be brought into being and, the best part of it all was, that his component parts were to be found either in her own private collection of junk or in that of her friends. From the doctor to Sister Sarah was but a short step, but the animals were a problem.

They were so necessary to a proper production of the play and it was utterly impossible to find any animals in the toy departments that would answer the purpose. A Polynesia made from a gorgeous feathered bird taken from a picture post card from Mexico did for a beginning, but she was neither large enough nor spectacular enough. A crocodile with a pair of pliers for the foundation and a gray kid glove for skin was fairly good, but, though he could open his mouth and gnash his teeth, he too lacked dramatic qualities.

Then fortunately a neighbor, who was not only an artist but one whose specialty was animals, was found who entered right into the spirit of the "Ragamuffin Puppets." She created the animals out of materials which she found in her own piece bag and among her odds and ends. A piece of metal cloth left from an old hat, pieces from a discarded jersey dress,

a bit of gingham, a strip of flannelette, beads, wires, skewers, canvas, plus skill and patience, and lo! there were the animals ready to be adjusted to their strings.

The story was dramatized in three acts and the first scene was laid in the doctor's office, where Polynesia gives the lesson in animal language and Sarah goes off to be married and Chee-chee receives the message from Africa asking the doctor to come and cure the sick monkeys. The second was a jungle scene, the monkeys have been cured and the doctor is presented with the Pushmi-pullyu as a token of gratitude. The third act took place in the doctor's garden with all the animals and the doctor resting after a strenuous season when they made so much money that they have paid all their bills and have boxes of money left over. The backgrounds were simple but bold sketches done in colored crayons on ordinary drawing-paper.

Having all the characters ready, the puppeteers

were secured by Miss Burke by conducting a class in a vacation Bible school, held in the Presbyterian church just across the street from the Library. The girls, of junior high age already familiar with Dr. Dolittle's story, were eager to make these puppets do their stunts. At the end of four weeks, less than twenty hours all told, they gave the show very successfully for the children of the school, and besides that each one of the girls had made a puppet of her own, choosing a character from the Land of Story-books.

The next step was to transport the stage and all the puppets across the street to the Library and give the show for the children of Santa Barbara in the Library patio. The picture tells the story, shows the concealing canvas attached to the awnings outside the office doors, Dr. Dolittle and his animals in the first act, and the interested audience who were completely fascinated with the story as it was unfolded in the words and action of the puppets.



Photograph by Wurts Bros.

Above: A Puppet Show In The Hempstead, L. I., Public Library. This Regular Saturday Morning Entertainment Is Made And Run By Children.

Below: A Corner Of The Children's Room In The Hempstead, L. I., Public Library. The Puppet Shows Or Story Hours Often Send Children To Read The Books They Heard About.



Photograph by Wurts Bros.

THE LIBRARY JOURNAL

November 1, 1934

Editorial Forum

The First Children's Library

SO COMPLETELY has the idea of providing suitable and sufficient books for children become a matter of



great concern to the public libraries of the country that it seems to have been always a part of the free library program. Yet whoever has any knowledge of the historical development of libraries in America is aware that the general movement toward giving service to children is, in reality, only about forty years old. But nevertheless, the first children's

library has a much earlier origin and a continuous history now a century long. When the Arlington (Mass.) Public Library celebrates its one hundredth birthday in 1935 it will be observing an event of more than ordinary significance to those who take an interest in library work with children. For this town library, the first of the kind in that state, had its beginning in a gift of money to establish a "Juvenile Library" for school children in the town of West Cambridge, as Arlington was then called. This month, when children's book week is observed all across the country, is a fitting time to remember anew the man who had the thought of supplying the younger children with good reading outside of school hours, many years before our modern idea of children's rooms had been dreamed of.

It is a pleasant story to recall. A Harvard student named Ebenezer Learned of the class of 1787, having the need to earn in his long vacations at least a part of his college expenses, became the teacher of the school at Cambridge where he met with a hospitality and friendship which he never forgot. Long afterwards as a successful physician and a man of broad civic interests in New Hampshire, he was moved to make a bequest in his will in grateful remembrance of the kindnesses he received at a time when they were most needed. So a gift of one hundred dollars was generously bestowed upon the little town, called "Menotomy" by the Indians, for the purchase of "books to promote useful knowledge and the Christian virtues among the inhabitants of the town who are scholars or by usage have the right to attend as scholars in their primary schools." Further-

more, Dr. Learned specified that the library was to be free to the children, but that other persons might be admitted to library privileges only by paying a sum for membership and support. Two years afterwards, however, the town voted to appropriate tax money in order to make the library free to all its citizens. Not until 1872 did the name, which had been changed from West Cambridge Juvenile Library to Arlington Juvenile Library, drop the word juvenile and become Arlington Public Library.

By the will of the benefactor the board of trustees was composed of the selectmen, the ministers and the physicians of the town who seem to have taken the responsibility seriously. They spent at once half the bequest for suitable books and placed them in the home of a man who was friendly to children, Mr. Dexter, a hatter by trade. To this house the children who wanted to read went of a Saturday afternoon to choose three books to a family. These could be kept thirty days. Although there could not have been many books written for children in this collection, selected avowedly for moral and didactic purposes, it was none the less a genuine children's library, the earliest of which we have any record. Behind the gift, restricted as it was by the educational concepts of the time, lay the true library belief in the value of good books in the lives of children. The name of Dr. Ebenezer Learned should not be forgotten by children's librarians.

—ALICE M. JORDAN

"A Springboard For Personal Adventure"

ALWAYS there have been great masters in the Art of Living, men and women not content with the task of making a living alone who have found fascinating things to do in their leisure hours; things which have not only enriched their own lives but the lives of all with whom they have come in contact. Deep in the heart of everyone there is an altar from which real desires send their spirals upward into the daylight to become deeds, and perhaps at last a destiny. Too often real desires are smothered in the atmosphere of the nervous speed in which we live and instead of learning to live joyously, to spend leisure hours constructively, we become frozen up, the great tragedy of many lives. One gets into the wrong work or the wrong environment and then becomes like a river under ice through which others cannot hear or see the real current. But even when one is frozen, occasional thaws break through. One has a human contact of importance, reads something dynamic, or finds creative outlet in some hobby, and suddenly there is the real self free for a moment again.

Much has been written and more has been said about the wise use of leisure, the arousing of community interest, the Art of Living, and the pursuit of happiness. This year's Book Week program, with its slogan "Ride the Book Trail to Knowledge and Adventure," offers a peculiarly adaptable program for arousing community interest in hobbies. Here is the

librarian's rare opportunity to whet the appetite of both young and old for the hobby, the pleasures to be found in leisure hours, the joys of creating or collecting. As Bruce Barton once said, a man ought to be able to earn a living during working hours. We all need an outlet, an interest of some kind as different as possible from our daily tasks.

Along with Doris Hoyt's compilation of "Books of General Interest for Today's Readers" is the more recent "Choice of a Hobby," a unique descriptive list of books offering inspiration and guidance to hobby riders and hobby hunters, by Anne Carroll Moore, to be added to every library interested in this all-inclusive idea of Riding the Book Trail to Knowledge and Adventure. An excellent sub-title for Miss Moore's list is "A Springboard for Personal Adventure"; it serves as a guide not only in the selection of a hobby but in the riding of the hobby after it is selected.

The National Association of Book Publishers is suggesting that Book Week activities this year be centered around hobby shows, conducted by schools, libraries and bookstores, called "Hobbyhorse Shows for Children." Any hobby is useful that makes one's life deeper, more worth while, and it is to be hoped that young and old will enter into the spirit of Book Week this year with unequalled interest and cooperation.

Dr. Anderson Resigns From Directorship

SECOND IN SIZE only to the Library of Congress, in the United States, the New York Public Library, under the able and wise administration of Dr. Edwin H. Anderson for over twenty years, has become a great educational force not only in New York City but also throughout the country. Coming to New York in 1908, after experience in cataloging, directing a library in a small city and in organizing a library in a larger city, he served as Assistant Director of the New York Public Library, under its first director, Dr. John S. Billings, until 1913. Having asked to be relieved of active service, the Board of Trustees have voted him the title of Director Emeritus.

Many honors have come to Dr. Anderson through the years, among which was the Cross of the Czechoslovak Order of the White Lion in 1927, and the insignia of Officers of the Star of Roumania in 1928. He has served as President of the A. L. A., held various other offices in that organization and in state associations. Well does he deserve to be relieved, in his seventy-third year, of his many executive duties.

In withdrawing from active service Dr. Anderson leaves the heavy responsibility of this office in the competent hands of one who has been with him for years as Assistant Director, Mr. Harry Miller Lydenberg. Respected and well-known as author, bibliographer, reference librarian and President of the American Library Association, the appointment of Mr. Lydenberg as the successor of Dr. Anderson will give universal satisfaction in that city and throughout the library profession.

Quiet Builder

THE TWENTY-FIFTH anniversary of Dr. Arthur E. Bostwick's appointment as librarian of the St. Louis Public Library is a public reminder of the cultural impress which his quiet life work has left on the community. When Dr. Bostwick came to St. Louis from the New York Public Library in 1909, the system here consisted of four branches. He at once saw the opportunity for extending book-lending and reference facilities throughout the city, and soon thereafter the library embarked on the building program which has given the system nineteen branches besides the Central Library, generally recognized by librarians as one of the best libraries in the country. When building funds were no longer available for separate branch libraries, he sought and obtained the cooperation of the Board of Education to allot space in certain new schools for still other branches.

Dr. Bostwick's sponsorship of the particularly useful Municipal Reference Library, established in the City Hall in 1911 as a branch and one of the first libraries of its kind in the country, can be taken as an instance of how he has recognized the need for fitting library facilities to the needs of those whom they are designed to serve. Similarly, he sponsored the establishment of the art, music and applied science departments as well as book service for the blind and a public writing room. In the librarian profession he is a leader, and has long been one, his book, *The American Public Library*, having been the standard work on the subject for two decades. In the community, he stands with the builders of the new St. Louis.

—By IRVING DILLIARD,
In St. Louis *Post-Dispatch*
October 2, 1934

Librarians Interested In Bookmaking

THE STEADILY developing interest of librarians in fine printing and bookmaking, which has kept pace with the increased attention of the booktrade in the subject, has undoubtedly been a stimulus toward improved standards in book manufacturing, and the year-by-year appearance of the Fifty Books Exhibit in cities throughout the country has kept librarians as well as library users in touch with progress in book design.

Library schools have recognized the importance of courses on fine printing and bookmaking, and many librarians have become outstanding in their community as sponsors of this broadening interest. In the Montclair Public Library, of which Harry L. Gage, President of the American Institute of Graphic Arts, is a trustee, Mr. Gage is to conduct a series of informal discussions on appreciation of printing to continue for ten successive weeks, the course to be restricted to librarians and library assistants. If credit is desired, three hours of reading between lectures will be required.

Library Books Reviewed

Countrywide Library Service

IN THE FOREWORD to this selection of some sixty-eight articles,¹ Miss Fair points out that "significant changes in ideas on mobilizing books" have occurred since the publication of Miss Long's *County Library Service* in 1925, so that there is need of a new volume dealing with the library organization of the future. She urges the reader "to consider the volume as a memorandum on the evolving plan for universal library service."

Searching the library literature of this country and Great Britain for contributions to progressive thinking, Miss Fair has performed her rôle as editor admirably and has produced a well-knit, readable book that is of greater significance than her term "memorandum" would indicate. The book looks forward, it reflects the temper of our changing world and brings together a number of suggestive ideas that should influence the trend of professional thought.

Miss Fair stresses the fact that "the organization of library service over large areas" is "a movement whose very existence is change." The term county library has been, in some respects, unfortunate, since it focuses attention on an artificial political unit which in many parts of North America and the British Isles is not the natural area for a community service. Having but recently learned to think in terms of a unit larger than a single town or city, librarians must realize that such a pattern of thought is now obsolete. Once more we must adapt our viewpoint, this time to units that are apt to be larger than counties but will be determined by the "natural area of service", whether rural, urban or "rurban", and will not be standardized as to size. "Times have changed, they usually do."

Stressing the tendency toward the breaking down of old political units and toward radical changes in the economic and social structure, the third chapter is devoted to articles by political economists and sociologists. Here the editor also includes the recommendations for modern library service over wide areas as drawn up by the Conference of Southern Leaders in 1933.

This book further challenges our "parochial point of view" by recognizing what is being accomplished in Canada and the British Isles and by including a one-page bibliography on "Library Service Around the World". Approximately 225 libraries in thirty-

two counties of England and Wales are now linked together, with other groupings under way, so that our British cousins are leading with a number of practical plans for cooperation among libraries.

The volume is concerned primarily with the administrative problems of improving library service—integrating it with other social, cultural and educational services of the community. It avoids most of the routine matters of which we have heard too much, and yet includes several items of information not easily found elsewhere. Such are the mathematical formulas for determining the size of the book collection and floor space as developed in Britain, and the cost of book truck service.

Late trends such as citizens' library movements, the need for state grants, and the question of federal aid for libraries are included. The text of the 1931 Pennsylvania Act to Supply State Aid is given. Some topics introduced point the way to what is needed because of the lack of material. For instance, Miss Fair found only three articles dealing with the training of the county library staff and two discussing the cataloging problems in county libraries. The "Conditions to Guard Against in Larger Units" is covered in the shortest chapter in the book.

Miss Fair has made her compilation for students of library service, groups interested in book distribution, librarians in the service, library organizers and state field agents and for the citizen interested in reading. We believe the volume will prove stimulating to all these groups, as well as to any reader interested in the social status of the rural population.

—LOLETA DAWSON FYAN

Rural School Library Practices

RECOGNIZING the need of a study dealing exclusively with rural school libraries, officials of the A.L.A. and the U. S. Commissioner of Education, with financial aid from the Carnegie Corporation, made it possible for Miss Lathrop to spend about nine months between 1931 and 1933 investigating such libraries in all parts of this country, and then publishing the results of her studies in this book.²

We are impressed first with the thoroughness with which the author has collected her information. Traveling 26,000 miles, she visited 364

² *A Study of Rural School Library Practices and Services* by Edith A. Lathrop, Associate specialist in school libraries, U. S. Office of Education. Published under the auspices of the U. S. Office of Education, Department of the Interior, with the cooperation of the Carnegie Corporation of New York and the A.L.A. 1934. Supply limited. Single copy free, 105 pp.

schools in forty-two states, spending the larger proportion of her time in "states in which concentration on school library activities has been marked," that is in California, Minnesota, New York and Louisiana. Including rural schools of all types, elementary and high school, for whites and negroes, the largest groups proved to be one-room schools (110) and high schools with elementary grades (93). Her effort was to get a cross-section of library practices while seeing all of the best, and in this she succeeded to the full.

The objects of the investigation, as stated by Miss Lathrop, were "to note the degree to which the library is an integral part of the school, to study the library services extended to rural schools by state departments of education, library extension agencies, reading circle boards and institutions of higher learning, to investigate the relationships between public libraries and schools, and to suggest problems for further study."

Pursuing these objectives, the author introduces the school library first as a laboratory, then in its connections with the course of study. In a comprehensive way the various services of the educational and library agencies in the several states are covered. Among the most interesting of these is the Alabama experiment of trying three different ways of administering library service to the rural schools and communities, and the four different demonstrations being tried in various parts of North Carolina during the last two years.

Miss Lathrop devotes one chapter to the service being given to rural schools by county libraries, choosing the work being done in California and New Jersey, and the Rosenwald demonstration libraries in the south as being of particular effectiveness and interest, and as showing certain differences from the practices in other states. Service from the Bibliobus of the Logansport (Indiana) Public Library is described as typical of that means of reaching the rural schools. Another chapter covers services from town and township libraries, municipal and county school libraries.

Almost a quarter of the book is given over to a description of the rural school library in its every phase: the size, kind and condition of its book collection, its other materials such as periodicals, clippings and visual aids, its organization, housing, equipment and the types of persons in charge. Here the author "focuses attention upon library standards," which "are not satisfactory largely because they are based upon opinion rather than upon the results of scientific research."

Mr. William John Cooper, Commissioner of Education, summarizes the significant findings in the book in his introduction. They are a lack of books

¹ *Countrywide Library Service*; a compilation of articles on service organized by counties and other large units, edited by Ethel M. Fair, Director of the Library School, New Jersey College for Women (Chicago: A.L.A. 1934. \$2.50). 208 pp.

for children in the lower grades, particularly picture books, the restriction in the use of books, the failure to make recreational reading an integral part of the school program, the lack of library training of those in charge, and the low scoring of the one-room school. Miss Lathrop indicates other needs in her last chapter which lists ten subjects for further study.

The book has a foreword by Mr. Milam, a six-page selected bibliography on general school library problems, not limited to rural schools, and a complete index. It is unfortunate that the unimpressive make-up of this publication does not indicate the worth of the material.

—LOLETA DAWSON FYAN

Manual Of Practical Indexing³

CLARKE'S *Manual of Practical Indexing* is a new edition of an English work, one of the few valuable books on the subject. It is very inclusive; there are chapters not only on the indexing of books and periodicals, but on business filing and even—under the heading "Subject-Indexing of Libraries"—on cataloging.

The first chapter is a "Historical Introduction," which acknowledges its indebtedness to Henry Wheatley for its history of book indexing, but contains in addition probably the only good summary on the indexing of periodicals. There is no indication, however, that the *Readers' Guide* is a monthly publication as well as a cumulative annual, and Mr. Clarke says that "its principal interest has centered around the inclusion of the contents of American periodicals," neglecting to say that foreign periodicals are indexed in its companion the *International Index*.

Although the mechanics of index-making are less clearly described than in Brown's little book on the same subject, there is a much fuller treatment of subject headings as applied to various classes of material. An interesting and useful feature consists in marginal notations of headings appropriate to the text that is to be indexed.

Many indexers will take issue with Mr. Clarke on his ruling (in the chapter on "Place-Name Entry") that such geographic names as North America, South Africa, Central America shall be "transferred" (i.e., inverted) to read America, North, etc. In the chapter on History he recommends an alphabetical arrangement of general subheads (such as characters, friends, etc.) and a chronological arrangement of events. This has several drawbacks. It is hard to decide whether such a subhead as political conduct is to be alphabetical or chronological, and unless the dates are appended, which will add materially to the length of the index, a chronological arrange-

ment in place of one in order of paging is going to appear confused and disorderly. In the chapter on Biography, the reader misses a discussion of the type of material which may legitimately be indexed under the name of the subject of the biography.

Every user of an index will applaud Mr. Clarke's dictum that names with page-references only following are of little service; however, some of the author's examples of subheads for names seem unnecessarily full; for example, could not "Milton, prose style, nature of," be merely "Milton, prose style"?

Mr. Clarke is very generous in his illustrative examples, and one of the useful features of the book is the listing of competent indexes to various kinds of material.

The author's own index is printed in single column, as is frequently done in English books and has a very elaborate system of indentation.

—ELIZABETH J. SHERWOOD

Catalog Of Australian Periodicals

TIME SPENT in bibliographical work of the union list type is, in the opinion of scholars and librarians, ever time well spent. As Karl Brown, bibliographer *par excellence*, has said, "Some activities may be open to question, but a display of library resources does not fall within this category."

Since the publication of the *Union List of Serials*, the need for such service as is rendered by this *List* has been so increasingly evidenced that librarians here and elsewhere have adopted the idea for regional and special subject union lists. Into this last category falls the *Catalogue of the Scientific and Technical Periodicals in the Libraries of Australia*,⁴ published early in 1930. The need for a supplement was apparent from the beginning, not only to bring the original volume to date, but to take care of earlier omissions due to inadequate cataloging facilities or to the uncertainty as to the exact scope of the main work. The *Supplement* contains 10,946 entries, 3,984 of which are made up of "amended entries" and the remainder of new entries or omissions from the original volume. The increase in the number of cooperating libraries represented in the *Supplement* extends its practical usefulness and makes it more available and of greater reference value in every part of the country.

The arrangement of entries in the *Supplement* follows the plan of the main work. Entry is under the latest form of the title; in the event a periodical has changed its name since the publication of the original work, the

earlier form (used in the main work) follows the new entry in the *Supplement* and is preceded by an asterisk: e.g., *Electrical Engineering*, formerly * *American Institute of Electrical Engineers, Journal*. The bibliographical data under each entry is limited to place of publication; the record of library holdings, following the abbreviation for the State and library, gives volume and inclusive dates. The method of indicating incomplete periodical volumes is rather wasteful of space compared with the *Union List of Serials* bracket method. It is shown by citing the missing volumes plus the abbreviation *impf.* after the record of holdings, e.g., *American Journal of Diseases of Children*, Chicago, N.S.W. B.M.A. v.9(1915)+ (v.9^{impf.}). In the case of official publications no attempt has been made to indicate exact omissions: e.g.

Canada. Interior, Department of the Forestry Branch.
Circular
V. C.S.I.R. No.6+ (*impf.*)

The *Supplement* serves its primary purpose as a tool for locating scientific, technical and official publications in the Australian libraries. It not only shows where sets of the various serials are to be found but the degree of completeness of the holdings reported. Subsidiary functions, for the cooperating libraries at least, are numerous. The mere checking of library holdings for a union list is a revelation to each library of its periodical strength and weakness. It may later provide the opening wedge in a program of library cooperation for completing files and for dividing the field of purchase. So much for the primary uses of the *Supplement*. When we examine the entries in the *Supplement* for reference and order purposes, the results are likely to be disappointing at times. The exact date when a journal has changed its name or has been superseded is not given. We do not know when *Electrical Engineering* superseded the *Journal of the American Institute of Electrical Engineers*, although it happened during the period covered by the *Supplement*. Errors occur occasionally in listing holdings under an old title. For example, holdings are recorded under *Physics*, although that journal combined in January, 1933, with the *Journal of Rheology*. Then there are a few peculiarities in the form of entry. Under U. S. Standards, Bureau of, we find a long list of official publications of this Bureau. But the *Journal of Research* (now *Journal of Research of the National Bureau of Standards*) is entered under *Bureau*, thereby separating it from the other publications which it supersedes (*Scientific Papers* and *Technologic Papers*) by 300 or more pages. However, every reviewer has some pet subject, the omission of which he magnifies unduly, and it must be emphatically stated that in fulfilling its primary function as a location tool, the *Supplement* is a distinct

³ Clarke, Archibald Leicester, *Manual of Practical Indexing* (London: Grafton, 1933) 7 s.

⁴ Commonwealth of Australia, Council for Scientific and Industrial Research, *Catalogue of the Scientific and Technical Periodicals in the Libraries of Australia*, Supplement 1928-1933, Edited by C. A. McCallum and others (Melbourne: Brown, Prior & Co. 1934) 453p. 8

contribution to Australian bibliography. It will have a limited use in the large university or public library in this country.

There are indications both in the preliminary flourish to the *Supplement* and in advance notices of Mr. Munn's study of Australian libraries (to be published by the Australian Council for Educational Research) that libraries in Australia are experiencing the same difficulty as we are in maintaining book and periodical collections. The disclosure of holdings in the *Supplement*, the incompleteness of files, and the absence of some important sets, represent a distinct challenge to Australian librarians to develop a co-operative program for completing these important tools of research. The periodical records for the Melbourne Public and the University of Sydney Library are most complete.

—G. R. LYLE,
Antioch College Library.

Classified Catalogue Code

THIS BOOK, which constitutes the fourth volume of the Madras Library Association's *Publication Series*, is the first code of cataloging rules drawn up especially for use with a classified catalog.¹ As such it is disappointing. From the author's insistence on the superiority of the classified catalog over the dictionary arrangement it was hoped that he would demonstrate some new approach to the cataloging problems we have known so long. One finishes the book with the feeling that the classified catalog gives a different, perhaps a superior, arrangement of the entries, with all the old problems of the dictionary catalog merely transferred to the index section.

Mr. Ranganathan, librarian of the Madras University Library and author of *The Colon Classification* published two years ago, begins with the general aspects of the catalog; definitions, filing directions, contractions, and an excellent table of transliterations from the various alphabets of India. This is followed by the main portion of the work, rules for the main entry for single-volume books. Aside from a preliminary statement that the call number (the actual main entry in a classified catalog) is to be assigned by the classifier, this is identical with our familiar section of rules for the author entry.

It seems unfortunate, in view of the expensive recataloging which has been forced on so many American libraries because of following similar ideas, that Indian libraries should have set before them a code which advocates the simplest possible cataloging. The title-page is to be followed if the book is anonymous or pseudonymous, but it is permitted to fill out initials if the

surname is given in full. In the title unnecessary words are to be omitted, even from the beginning. No imprint whatever is called for. (If the author's *Colon Classification* is used, the date of the book forms part of the call number). Notes mentioned include only series, periodical from which extracted, and publication under different title.

Included in this section, however, is a very full discussion of Hindu and Muslim names, which will well repay study by any one who has to handle books by such authors.

References to the entry so constituted must be made from the class numbers of other subjects treated in the volume, and from the index section of the catalog. From the latter there will be references under the author's name, under the editor, series, title presumably, and also under the subject through a very complicated arrangement based on the peculiarities of *The Colon Classification*.

The volume is completed with rules for handling serials and periodicals, including a quite full discussion of the various mishaps and complexities which can, and do, afflict publications of this sort. The author advocates using a new card for each change in the periodical and, where possible (mere change of title, absorption of another periodical, etc.) tying the various cards together to form a single entry in the catalog. The ease of handling many of the annoyances of periodicals is undoubtedly one of the benefits of a classified catalog.

The sections and subsections of the volume are numbered decimally, so that, for instance, paragraph 144 is the fourth paragraph of the fourth section of the first chapter. It is hoped that this system will not be universally adopted, as the finding of a sequence of 7, 8, 9, 99, tends to shake one's confidence in the validity for all purposes of the decimal system. The author has invented a jargon which, while perhaps no worse than the professional idioms of American librarians, yet will impede the use of the work in this country. A detailed index combines with the full table of contents to render consultation easy.

For American libraries this volume is undoubtedly one for the connoisseur of cataloging codes and not for the practicing cataloger.

—WYLLIS E. WRIGHT,
The New York Public Library

Atlantic Bookshelf Discontinues Publication

THE DIRECTORS of *The Atlantic Monthly* recently decided to discontinue the publication of *The Atlantic Bookshelf*. As the reviews contained in this booklet were reprinted from *The Atlantic Monthly*, they can be found in the front advertising section of the magazine, should anyone wish to consult them.

Free For Transportation

THE FOLLOWING numbers of the Culver-Stockton Quarterly are available to librarians who will pay postage:

- Schultz—Relation of Poetry to Life
 - Ingold—Law of the Mean and Taylor's Series in Computation
 - Stephens—Studies of the Cuneiform Tablets from Cappadocia
 - Mays—Sociological Interpretation of the Work of Jose Maria de Pereda
 - McGhee—The Acting of Ada Rehan
 - Hopkins—Extra-Curricular Courses for Freshmen
 - Graham—Methylene Condensations
 - Cruikshank—Church Music
 - Breeze—Student Attitudes Toward Cheating
 - Roberts—Kailyard School of Fiction
 - Ingold—Mathematical Formulas
 - Hopkins—Study of Common Rocks and Rock Making Minerals
 - Smith—Public Speaking and Debate
 - Bunker—Classic Revival in Physical Education
 - Stinson—Contemporary French Literature Seen in Translation
 - Wood—Church's Place in Higher Education
 - Briggs—Development of Agriculture in Territorial Dakota
- Requests should be sent, with five cents in stamps for each number wanted, to Claude E. Spencer, librarian, Culver-Stockton College, Canton, Missouri.

New Service To Public Officials

THE CINCINNATI, Ohio, Public Library has inaugurated a new service to public officials in Cincinnati and Hamilton County. Lists covering new books, pamphlets, and current magazine articles on governmental subjects are sent out several times each week. More than 100 magazines are checked as soon as they arrive in the library, and new books are ordered and cataloged promptly. The first list went out on September 26, 1934.

Between 150 and 200 officials receive this service. This number includes the twenty-four mayors in the county. Through this new service the Cincinnati Public Library hopes to be of increasing value to public officials in all parts of Hamilton County.

Miss Janet Cartwright is in charge of this work. Before joining the staff in April 1934, she was with the Federal Reserve Bank Library in Cleveland. She is a graduate of Western College and of Western Reserve Library School. Miss Cartwright reports a letter from the County Commissioners on the lists, and inquiries from Cincinnati officials from the very first lists sent out.

¹ Ranganathan, S. R. *Classified Catalogue Code*. (Madras, Madras Library Association; London, E. Goldston, 1934).

In The Library World

Dr. Bostwick Celebrates Twenty-Fifth Anniversary

FEW ANNIVERSARIES in the library world are more significant than that of Dr. Arthur E. Bostwick who on October 1, 1934 celebrated his twenty-fifth anniversary as librarian of the St. Louis Public Library.* To honor him on this occasion a dinner was given at the Park Plaza Hotel with about 125 members of the library staff, members of the Board of Directors and former Board members attended. Mr. Charles H. Compton presided. Mr. Marion C. Early and Mr. John B. Edwards of the Board spoke of the growth of the City's extensive library system under Dr. Bostwick's unflinching inspiration and steady guidance. Miss Marjorie Doud, Chief of the Readers' Advisory Service, expressed the high esteem in which Dr. Bostwick is held by members of his staff as follows:

"It is not the librarian known nationally and internationally whose anniversary we are celebrating tonight, it is the man under whose direction we work day by day. Those of us who work with Dr. Bostwick know the qualities that have made him outstanding in his profession.

"The most dominant of these qualities is broadness—broadness emanating from a liberal and open mind, broadness enhanced by personal integrity, a fine sense of proportion, a very rare tolerance.

"This liberality and broadness are inherent in Dr. Bostwick's attitude toward his staff. He has given us every opportunity to develop our own ideas and to work out our own problems in our individual departments. But he is the admirable administrator, for while he encourages us to go ahead on our own, he is always accessible for advice and help when we need him. He always stands behind us and he never lets us down!

"Dr. Bostwick's zest for living is another quality that makes him a delightful librarian, for his enthusiasm is contagious. His interests cover many fields and to any subject under discussion he brings a remarkable wealth of knowledge.

"There are two lines of poetry written by William Rose Benét of his father that describe Dr. Bostwick as well:

"All ways he casts his looks
And walks the world and reads a thousand books"

"This is the man who has our allegiance and our very great affection!"

Miss Josephine Gratiot, librarian of the Sould Branch, spoke as a representative of the Branch Libraries.

One of the leading newspapers of the city in commenting editorially on this anniversary cited various phases of Dr. Bostwick's achievements as a

librarian and as an author and concluded with the following, "In the librarian profession he is a leader and has long been one. . . . In the community he stands with the builders of the new St. Louis."

Johnson Brigham Awarded Bronze Plaque

SEVERAL MONTHS AGO the Iowa Library Association decided to make an award to the Iowa author who should, in the opinion of the librarians of the state, have made the best contribution to literature during the year ending September 1, 1934, this award to be made at the time of the annual meeting.

This meeting was held in Des Moines October 11-13 and on Thursday evening, October 11, after a program of Iowa readings, a bronze plaque, designed by Christian Petersen, was presented to Johnson Brigham for his book, *The Youth of Old Age*, the result of the vote by the librarians. The presentation was made by Mary Bell Nethercut, president of the Iowa Library Association.

White House Library Books

Two hundred new books were added to the White House Library October 23, the gift of the nation's booksellers. A delegation of prominent authors and representatives of publishing and bookselling, including Hervey Allen, author of *Anthony Adverse*, Mrs. Pearl Buck, author of *The Good Earth*, Pulitzer prize winner, Frederick Lewis Allen, author of *Only Yesterday*, Frederic G. Melcher, Editor of the *Publishers' Weekly*, W. W. Norton, President of the National Association of Book Publishers and E. S. McCawley, President of the American Booksellers Association, made the formal presentation to the President and Mrs. Roosevelt after being entertained at luncheon at the White House.

The gift brings the White House Library of 500 volumes presented in 1930 up to date. The new books presented were selected by a distinguished committee of judges from the thousands of books published between April, 1930 and April of this year. Of the 200 books chosen, biographies top the non-fiction list in number, thirty-three having been included. There are fifteen books of history, eleven of travel and adventure, twenty-four of poetry, art and drama, nine books of science, eight on economics and current events, and five miscellaneous titles. Sixty-one novels are included, eleven mystery stories. For the younger generation of White House occupants and visitors, twenty-three children's books are included. The

complete list of books added was published in the October 27 issue of *Publishers' Weekly*.

The booksellers made their first presentation of books to the Executive Mansion during the Hoover regime when it was discovered that while the Library of Congress contained over a million volumes and the Executive Office had a reference library, there was nothing for the President and his family to read for diversion.

The special bookplate designed for the original library by D. B. Updike, noted Boston typographer, has been placed in each of the new volume. It is printed from a reproduction of the first ornamental type cast in America. This type, of Liberty head and eagle-and-olive branch design, was created just after the War of 1812, about the time the White House itself was rebuilt.

Resolutions Of Book Manufacturers

THE LIBRARY BINDERS GROUP of the Book Manufacturers' Institute were saddened at their recent Convention by learning of the death of Miss Bessie Carrick, whose very fine work in connection with the adoption of binding specifications was such an outstanding service to libraries and binders alike. The following resolutions were adopted by unanimous vote of the Convention:

WHEREAS the cooperation and assistance of Miss Bessie M. Carrick with the library binding specifications have been invaluable during the past year, and

WHEREAS the library binders' group have received the very sad news of the death of Miss Bessie M. Carrick shortly after her return to California from the convention of the American Library Association,

THEREFORE, BE IT RESOLVED, That the library binders' group of the Book Manufacturers' Institute express its deep regret at the passing of Miss Bessie M. Carrick of the Los Angeles Public Library; that the group feels a deep sense of loss in the untimely termination of her services as Chairman of the Committee on Book Binding of the American Library Association, in which capacity she made an important and permanent contribution to the standards of library binding in this country and to the sound relations between the libraries and the binders, and that the Book Manufacturers' Institute send a copy of this Resolution to the American Library Association, to the Los Angeles Public Library and to the members of Miss Carrick's family.

Art Of Reading, Use Of The Library

FOLLOWING is the second in the series of short, popular reading lists on the subject for the month, selected by the A.L.A. Publicity Committee for nationwide emphasis. The series began in the October 1 issue of THE LIBRARY JOURNAL and will be a regular monthly feature for ten more months.

THE ART OF READING AND THE USE OF THE LIBRARY

Art Of Reading

Guppy, Henry, *The Art of Reading*. May, 1930 \$1.

With wisdom and charm, the author seeks to offer some "guidance in the cultivation of the art of reading, and in the development of the book sense."

Rogers, R. E., *The Fine Art of Reading*. Stratford, 1929 \$2.50

"In a whimsical, delightful, non-academic manner the author discusses some of the reasons why people don't read more and tells them what they are missing. His casual asides and provocative references to novels, plays and poems will inspire you to read them."

Wilkinson, G. E., *How to Read Literature*. Longmans, 1927 75c

A handy pocket sized book intended for independent students who want "not to be told what to think but to be helped to think for themselves."

Technique Of Reading

Pitkin, W. B., *The Art of Rapid Reading*. McGraw, 1929 \$2.50

"A book, with exercises, for people who want to read faster and more accurately. Chapters deal with action habits, perception, fatigue, interests, maladjustments and the like, in Prof. Pitkin's familiar crisp English."

Use Of The Library

Buck, Gertrude, *Keys to the Halls of Books*. Kenyon Press, 1926 75c

Designed as "an aid to the independent use of libraries", this pamphlet is a guide to books and reading as well, with such chapters as "The World of Print", "Uncle Sam, Author and Publisher", and "How to Make the Acquaintance of an Unfamiliar Book."

Scripture, Elizabeth, *Find It Yourself!* Wilson, 1927 50c

Intended as a "brief course in the use of books and libraries," this manual gives an adequate idea of the resources of the library and explains the arrangement of books and the use of the catalog and reference tools.

What To Read

Chapin, Elsa, *New Approach to Poetry*. Univ. Chic. Press, 1929 \$2.

This is a practical book to show readers how to get pleasure out of

poetry. "It attempts to show what principles to look for and to illustrate the infinite charm and variety of the manifestations" of these principles.

Drew, E. A., *The Modern Novel*. Harcourt, 1926 \$2.

"Perhaps the most valuable quality in her book is the maintenance throughout of a good-humoured sanity. She both praises and criticizes frankly, but always upon general grounds of literary value. . . . She succeeds in giving an excellent summary of the modern novel, and one that is sound and entertaining."

Joad, C. E. M., *Guide to Modern Thought*. Stokes, 1933 \$1.75

A Philosopher's survey of modern thinking in the fields of the physical sciences, psychology, psycho-analysis, and psychical research. The concluding chapter is devoted to a discussion of the invasion of literature by psychology.

Lewisohn, Ludwig, *Expression in America*. Harper, 1932 \$4.

The book is not so much a history of American literature as an interpretation of creative thought in America, and of the American spirit as expressed in its literature at different periods.

Hungarian Books In English

FOLLOWING is a list of books translated from Hungarian into English (1900-1934), compiled by Miss Augusta Markowitz, librarian of the Woodstock Branch, New York Public Library:

Fiction

Birö, Lajos, *The Eternal Trial*. N. Y.: Globus, 1928.

Brödy, Sándor, *Rembrandt, a Romance of Divine Love and Art*. N. Y.: Globus Press, 1928.

Hatvany, Lajos, *Bondy, Jr.* N. Y.: Knopf, 1931.

Heltai, Jenö, *Czardas, a Story of Budapest*. Boston: Houghton, Mifflin, 1932.

Körmendi, Ferenc, *Escape to Life*. London: Chappman-Hall; N. Y.: Morrow, 1933.

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—*Prisoners*. N. Y.: Bobbs-Merrill, 1925.

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Szabó, Pál, *People of the Plains*. Boston: Little, Brown, 1932.

Szép, Ernö, *Marriage for One*. N. Y.: Macaulay, 1929.

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Károlyi, Michael, *Fighting the World*. A. & C. Boni, 1925.

Kirkconnell, Watson, *Magyar Music*. Canadian Magyar News, 1933.

Madach, Imre, *Tragedy of Man*. Budapest: Vajna, 1933.

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Turn-Over Of Stock

WE HAVE just been taking an inventory, this work being done by a very efficient E R A worker. The period covered was from April, 1932, through August, 1934. Through this inventory we discovered that, although during that period, we actually had only 114 more volumes in use in the library, than the previous two-year period, our circulation had increased over 10,000. Perhaps there are other libraries, which could report the same "turn-over on their stock"?

—GRACE LEONARD TODD,
Librarian, Bridgeton, N. J., Public Library

University Awarded Educational Medal

THE UNIVERSITY OF DENVER was awarded the educational medal for distinguished service in promoting international goodwill and understanding, by the FIDAC, the Inter-Allied Veterans' Association, at their annual convention in London, England. The University was given the award as a result of its being judged the most outstanding institution in the field of international relations.

Dr. Ben M. Cherrington, who has been the executive director for the Foundation for the Advancement of the Social Sciences since its establishment ten years ago, has been chiefly responsible for the development of the University and community programs of the Foundation for the Advancement of Social Sciences. Through a series of programs presented at fortnightly luncheons and at seminars, the Foundation has had speakers, distinguished in world affairs, discuss important national and international problems in the fields of politics, law, diplomacy, and science.

International Congress To Be Held In Spain

THE PROGRAM for the International Congress to be held in Spain, from May 20 to 29, 1935, has not yet been completely formulated, but the plan at present outlines the following program: The Congress to be opened in Madrid, continued in Seville, return to Madrid and go to Barcelona for its concluding sessions. There will be two main themes—one technical and the other more general. The technical discussions will center very largely around international inter-library loans; the principles which should govern them and the practice which should be followed, with an effort to get away from red tape and to permit direct loans between libraries. The general subject will be the place of libraries in modern life, with an effort to set forth the service of libraries to modern society in various countries. As soon as the program is completed, it will be published in THE LIBRARY JOURNAL.

Depreciation Figures For Library Books

WHEN THE LAST audit of the library accounts was made the auditors asked for the standard depreciation figures for books in public libraries. Such an allowance had never shown on the books before and we were at a loss to estimate our own. Library literature on the subject seems very sparse and not particularly satisfactory. We should like to know if other libraries consider such depreciation in their audits, and if so, on what they base their figures.

—ISABELLE W. ENTRIKIN

Denver Has Real Treasure

THE UNIVERSITY of Denver School of Commerce has a real treasure in the form of a copy of the first treatise ever written on double-entry accounting. It is entitled *Summa de Arithmetica, Geometria, Proportioni et Proportionalita*, and was written in 1494 by Lucas Pacioli, a Venetian mathematician and scholar.

The book is bound in genuine parchment and is a rather large one, with about 400 pages. It has stood the wear of time surprisingly well, the pages being but slightly yellowed. The vegetable dye ink is as black now as the day it was printed. It is one of the first books ever printed with movable type.

In The Field Of Bibliography

EVERY LARGE LIBRARY probably has on its shelves quantities of material, useful, even valuable, which is, paradoxically, not worth the expense of cataloging; if it is a subject in which the library is interested, it eventually becomes one of its "uncataloged collections" which can be profitably used only by the real research student who has time to search and possesses the temperament of the true fisherman in holding no grudge against fate if he lands nothing.

The apparent solution of making such collections available is the preparation of the printed list, in which summary cataloging is not only permissible but desirable and in which arrangement can be logically determined by the nature of the material.

Such generalization is prepared, of course, to introduce a new, interesting list which will bring its appearance early in 1935. It would be natural to expect to find an excellent collection of American book auction catalogs in the Grolier Club, in New York City, and it is not unreasonable to expect a large collection in The New York Public Library. But it has taken the interest and industry of George L. McKay of the Grolier Club, to prepare the list.

The list, amounting to about 5,000 items appearing before 1900, is more comprehensive than either of these two large collections, however. It will be a union list, with the following libraries cooperating: The American Antiquarian Society, the Boston Public Library, Columbia University Library, the Historical Society of Pennsylvania, the Huntington Library, the Library Company of Philadelphia, the Newbery Library, and Yale University Library—ten in all. The galleys have gone to these libraries for checking and making additions and will appear serially in The New York Public Library *Bulletin* before it appears as a separate publication.

That it has not been a job of simple compilation is testified by an observation of Mr. McKay that of about 120 titles of eighteenth century catalogs which he has located mainly through advertisements in colonial newspapers (through 1775), not more than a dozen are to be found in the libraries represented. The compiler is making a contribution to bookselling history as well; he includes a section tracing the successive changes in name of auctioneer firms and individuals, of which there are well over one hundred "basic" names.

The compilation includes catalogs of books and pamphlets, manuscripts, broadsides, autographs, and book plates, definitely excluding catalogs devoted to prints, posters, and objects of art. It will be chronological in arrangement, and the separate publication will be equipped with a list of owners of the collections. One interesting feature will be an indication of priced copies.

Interesting in itself, it will also be valuable in other libraries having fragmentary collections; serving as a check list of such collections.

—KARL BROWN

The Use Of Books

IT WILL be noticed that many of the books listed are for college students, but in certain cases adults reading independently can use the suggestions. The books are for the readers themselves. The list however, is primarily for those who are guiding such readers. There is great need for more books to be written specifically for the ambitious grown person, on techniques for developing ability in reading and study.

How The General Reader Can Add To His Skill In The Use Of Books

Bird, Charles. *Effective Study Habits*. (N. Y.: Century, c1931.) 240p. (Century Psychology Series.)

Author is Associate Professor of Psychology, University of Minnesota.

Reading habits. Accurate comprehension in the shortest time is the objective, not speed only. First read the selection as a whole; then read topically, to get special points. Formulate questions. Use part of study time to rephrase the main ideas in your own words.

Note-making. The outline method is best. A review of notes from time to time fixes ideas and challenges thinking much better than a prolonged and forced review later on. The inductive method of note-taking consists in first stating the facts; then their immediate significance; then their larger significance.

Book, William F. *Learning How To Study And Work Effectively*. (Boston: Ginn, 1926.)

Author is Professor of Psychology, Indiana University.

Job analysis in study.

Make a list of all the things to be done in a given time.

Study the work as a whole, to ascertain the best order in which to do the separate parts; how much time to each; best procedure; the equipment needed.

On the basis of these facts, make a definite schedule, in writing.

The object of job analysis:

1. To eliminate all useless movements and processes.
2. To use the best order of work.
3. To find the best rate of speed, and the most suitable periods of rest during the time of work.

Learning to memorize. See that:

1. The subject is clearly understood; it is impressed by first recalling what you already know about it; a need for it is felt.
2. Sharp concentration is given to fixing it in mind.
3. Several senses are brought to bear, with emphasis on the favored one.
4. Time is scientifically distributed.
 - a. Important material impressed just before going to sleep.
 - b. Material is repeated at short and increasing intervals.
5. New and extraneous stimuli are not introduced immediately after a thing has to be memorized.
6. You learn by the "Whole" method, not item by item.

The book has other suggestions on reading effectively; planning and scheduling work; conserving time. Of the books on this subject written for college students, this is perhaps the one most likely to interest the general reader.

Cook, Elizabeth C. *Reading The Novel*. (N. Y.: Little, 1933.) 238 p. Author is Professor, Department of English, Teachers' College, Columbia University.

Creative reading. Have an elastic technique; an art which knows when to use racing speed, when to meditate. Warm up the subject in advance of reading, by adding to your familiarity with approaches to it, through reading reviews, synopses, and making opportunities to hear stimulating talk about it.

Reading the novel. Look for theme, crisis, essential values, conclusion. The unity of aesthetic experience is important. Hence, read a novel at one sitting if possible. Seize the opening situation, then the middle or second half, where the dramatic center usually occurs, and then the conclusion. Fast rates are adapted to novels of adventure, romance, mystery, historical novels, and those with dominant emotional strain.

Criteria for skipping: your purpose, the author's purpose.

When to skip: minor details, for sake of strong central impression; descriptions, unless they have artistic quality; whenever story is typical of its kind; treatises; dissertations on outmoded topics; or those on which the author is not an authority.

The novel as a masterpiece. The novel is not a pure work of art, but a hybrid. Hence some of the greatest novels are not works of art. The novel is the greatest vehicle for conveying character. The technique for reading novels should be evolved from this.

Dearborn, George Van Ness. *How To Learn Easily. Practical Hints On Economical Study*. (Boston: Little, 1916.) 221 p.

Author is Instructor in Psychology and Education, Sargent Normal School.

Economy in study. Ideally, work and rest should be so arranged there is never any great fatigue. Every twenty minutes or so, the person studying should stop and relax a few minutes. This takes blood from the brain and relieves eye strain. On the same principle, cut short early morning sleep, and take a short nap in midday instead.

Effectiveness in study. Concentration of attention is far more important than is the length of time it is applied. But don't try to learn in short snatches of time—as when taking a short subway trip—Rest your eyes then, or learn by observing.

The abstracting habit is the secret of effective reading in a short time. Pick out the gist of a chapter or book. Re-phrase in your own words.

Dimmet, Ernest. *Helps To Thought*. (Part III, p. 91-174, of his *The Art Of Thinking*. N. Y.: Simon and Shuster, 1928.) 216 p.

Using our mind in reading and study. Whatever we read from intense curiosity gives us the key to how we should always read.

Read the newspaper as current history. Have a red pencil in one hand and a pair of scissors in the other, and preserve the results in your file for future reference.

The two keys to a good memory: Foresight and Order.

The reader of a philosophical turn of mind will never be content to read only one section of this fascinating book.

Headley, Leal A. *How To Study In College*. (N. Y.: Holt, c1926.) 417 p. Author is Professor of Education, Carleton College.

How to keep fit mentally. Have good physiological habits. Learn to reach reserves of ease and power in second wind. The more inter-

ests you have the better, provided they pull together. Direct emotions, do not repress them. (James tells us that every emotion should have an outlet in action. After a concert, do something! if no more than speaking genially to your aunt.)

How to concentrate. Directed attention characterizes the active mind which makes its way. One of the best devices for holding thought to its course is to work under pressure. When interrupted, pause long enough to note exactly where you are; fix it in mind so it will carry over; stop short; then come back and go on.

How to learn. Build around pivotal points. Work continuously through a given text. Allow time for impressions to become fixed. Work fast. Express what is being learned.

Headley, Leal A. *Making The Most Of Books*. (Chicago: American Library Association, 1932.) 342 p.

Effective reading. Catch the scheme of a book's organization, and the book is yours. Learn to organize the various units of a book around its central thesis. Increase the rate of your reading by extending the span of comprehension; by eliminating vocalization; and by reading To Find The Answer To Questions. Increase your vocabulary; both speed and comprehension are greatly helped by this.

"How To Read." *Wilson Bulletin*, 3:442-3. January, 1929.

Expert reading. The expert reader does not see words as things. He sees them in groups, forming an entity of thought, immediately assimilable into the brain. Read only when attention turns the pages. A sound nap is worth more than book dozing. When a book brings a real idea encourage it to stay by pausing to think about it, and by making notes. Cultivate the knack of shifting gears according to the grade of reading.

Kerfoot, J. B. *How To Read*. (Boston: Houghton, 1916.) 297 p.

Learning to read. The secret consists in enlarging our equipment, and learning creatively to use it. To do this:

1. Increase stored material, physical, mental, spiritual.
2. Learn to draw on these stores more and more skillfully.
3. Enlarge personal contexts, develop verbal contexts.
4. Have disciplined alertness. Right reading is built up from digested satisfactions of myriad curiosities. Engulf new ideas. Test yourself quickly with them. What have they for you of beauty, meaning, humor? Either throw them away at once, or absorb and digest them.

The book will bear considerable skipping by the experienced reader.

Kitson, Harry D. *How To Use Your Mind*. A psychology of study; being a manual for the use of students and teachers in the administration of supervised study. (Philadelphia: Lippincott, 1916.) 218 p.

Author is Professor of Education, Teachers' College, Columbia University.

Never use rote learning. Facts and principles should be learned by concepts, by thoughts, by ideas; not by words. Be a thinker, not a sponge. Large print, easy reading.

Kornhauser, Arthur W. *How To Study*. Some suggestions for students. (Chicago: University of Chicago Press, c1924.) 43 p.

To know how to study means to know how to think, to absorb, to concentrate, to organize, to analyze, to be mentally efficient. To improve in this develop good form in reading, listening, observing, thinking. Seize the important and difficult parts and concentrate on them.

Lyman, R. L. *Mind At Work In Studying, Thinking And Reading*. A source-book and discussion manual. (Chicago: Scott, Foresman, c1924.) 349 p.

Author is Professor in the Reading of English, University of Chicago.

The principles of good reading: Read with a purpose. Grasp the author's main thought. Notice the relationship between that and supplementary thoughts. Are the divisions in the book related? Patterns? Locate or create the key words.

The place of memory in reading. A good memory is not like a post-office that takes in everything, but like a well-edited periodical which prints nothing that does not harmonize with its intellectual life. Memory depends upon habits of work. One cannot improve his memory, but he can improve the use of his memory.

The book is a compilation of articles on the subjects indicated by the title. Intended for upper high school and lower normal school and college. The many exercises detract from its usefulness for the general reader.

Pitkin, Walter B. *How We Learn*. A book for young people on the art of efficient reading. (N. Y.: McGraw-Hill, 1931.) 263 p.

Author is Professor of Journalism, Columbia University.

An analysis of good reading habits: concentration; ability to grasp the broader relationships of the subject at hand; to select items relevant to one's own purpose; to reflect on new facts in the light of old ones.

The technique of study:

Learn to work under untoward conditions, then to get as good conditions as you can. They take less energy.

Look on hard and uninteresting things as Roosevelt looked on his weakness as a boy, handicaps to be overcome.

Study dissimilar things next to each other. Those that are alike will tend to blur each other.

Study as hard as you can. Work at top speed. Then turn to something relaxing and let the study soak in and become fixed.

Begin a new study with an outline. Get a bird's-eye view. The worm's-eye view is to take item by item, without perspective. Read for wholes, not parts. Get broad meanings first, then details if necessary.

Intelligent skimming is hard, and immensely profitable. Let your mind outrun your eye. Learn content skimming, contrasted with eye skimming.

Numerous points in this book are also in the author's *The Art Of Rapid Reading* (McGraw-Hill, 1929) a book for people who want to read faster and more accurately, and in his *The Art Of Learning* (McGraw, 1931). The former has many exercises of questionable interest to the general reader, and it makes claims for possible improvement in reading technique likely to disappoint some adult learners. The latter book too makes claims difficult of fulfillment, as the statement that one half hour daily, properly spent for a year, enables one to master the fundamentals of almost any subject.

Pressey, Luella C. and Ferguson, Jessie M. *Student's Guide To Efficient Study*. A manual based on the results of scientific investigation into the study habits of college students. (N. Y.: Long and Smith, Inc., 1933.) 39 p.

Note-taking. Use question form for headings, statement form as answers in subordinate material. Listen for outline cues from the lecturer. Re-phrase in your own words. Plan for one hour weekly review of notes on every subject taken. Review selectively, working on your weak points.

The pamphlet gives an excellent summary of principles, for elementary adult use.

Seward, S. S., Jr. *Note-Taking*. (Boston: Allyn and Bacon, c1910.) 85 p.

Author is Assistant Professor of English, Leland Stanford Junior University.

Purpose. The first purpose of note-taking is to make us good listeners; able to grasp the significant; alert, clear-headed, responsible.

Principles. The real problem in taking notes is in dealing with ideas, not facts. State the significance of things, with judgments, interpretations, conclusions. Then group facts under them.

Taking notes from lectures. 1. Take time to note the essential thought.

The speaker seldom crowds one important idea on the heels of another 2. Note pauses, tone of voice, sometimes repetition. They are outward helps in observing which are the key ideas.

There are two stages in the listener's reaction: recognition, and understanding. In note-taking, keep the processes separate.

How to organize notes. Put larger topics conspicuously, and smaller ones in subordinate place. Look for the underlying plan. For steady use the informal plan of varying margins is the best aid to visual organization. For more important notes, number and letter the indentations. Use blank lines to indicate a break in thought. Make use of underscoring. Bracket digressions; use parentheses for short ones.

As a reader is in one sense a listener, the principles of this admirable little book are useful to him as well as to the person attending a lecture.

Ward, G. O. "Rapid Reading." *Wisconsin Library Bulletin*, December, 1932, p. 321-23.

Author is Chief, Technology Division, Cleveland Public Library.

When to read rapidly: For general sense, rather than for detail. For practical reasons rather than for enjoyment. To sift for valuable material.

Eye-training. Improve eye-grasp by increasing the number of words taken in when the eye pauses. Learn to read whole phrases at once instead of words. Start to read each line of print several words in.

Selective reading. To concentrate on what is important, and to skip what is less essential, keep firmly in mind why you are reading, and the points on which information is desired. See the important words in a sentence; key sentences; note introductory and summarizing paragraphs; and the prefaces, introductions, and concluding chapters.

Yoakam, Gerald A. "How To Remember What One Reads." *Elementary English Review*, 7:83-6, April, 1930. Author is Head of Department of Elementary Education, University of Pittsburgh.

We can master what we read more quickly by using the pre-test questions, "What is the article likely to present?" and "What do I know about it?" A positive emotional set helps memory. Have a systematic attack. What is the general plan of the book? The author's purpose? His main ideas? To retain what you read, summarize in outline form. Use a systematic review. Use what you read; relate it to your life.

—EDNA PHILLIPS
Librarian, Sawyer Free Library,
Gloucester, Mass.

The Open Round Table

Lee Bibliography Being Compiled

SOME OF YOUR readers may be interested to know that a complete bibliography of printed books and articles on General Robert Edward Lee, and also a census of Lee manuscripts in the hands of libraries and collectors, is being compiled at the library of Washington and Lee University in Lexington, Virginia. The project has been under way for more than two years and definite progress has now been made. Correspondence and suggestions looking to the uncovering of obscure material is cordially invited by Washington and Lee Library.

—BLANCHE PRICHARD MCCRUM

Information Wanted

I HAVE BEEN engaged for some time in the compilation of a *Bibliography of John Keats* which I hope soon to have published. If any of your readers know of editions of Keats or critical items which might prove elusive, I shall appreciate hearing from them. Particularly, I desire information concerning academic theses and dissertations.

—WARREN PERRY

Librarian, College of Puget Sound,
Tacoma, Washington

Protest Against Revising Classifications

MAY I register a protest against a rather too common practise of librarians? I refer to the custom of revising classification systems—especially the Dewey—in the field of language and literature, without any attempt to consult someone who would know something about the subjects involved.

No librarian would think of revising class 500 without consulting specialists in the respective fields, but nearly all, especially in smaller libraries, believe themselves thoroughly capable of revising the 400 and 800 classes in the interests of greater "practicability".

They should bear in mind that no classification is really practical in the long run unless it is logically tenable; in this respect even the Library of Congress classification in class P—the only one I am competent to discuss—is deficient. But at least the Dewey and LC systems have the merit of providing places for all necessary linguistic and literary works. On the other hand, the modifications so often introduced are based upon some idea of practical needs which in most cases will later be found to limit the accessibility and usefulness of books, and necessitate recataloging on a large scale.

This Department is open for discussion on all library affairs

As a case in point, I cite the college library of my institution. There a previous librarian decided to combine and revise the Dewey 400 and 800 classes. He put all the literary works in all languages together, dividing by form only, then he put language as a minor subdivision of 800.5, so that texts for beginners and anthologies, and advanced studies in phonetics, and everything else, are all lumped together. For a language teacher this system is not only utterly useless and misleading, but really almost incites to riot!

When will librarians learn that linguistics (and language in general) is one of the most important fields of science, and is not a mere appendage of literature? When, also, will they learn that comparative literature too approaches a science in its methods, and that classifications of literature cannot be based on an apparent need for simplicity, even in a small library. When, finally, will they realize that bibliography is not an independent science, but one that must rely always upon the acquired and tested results of the sciences which it seeks to make accessible?

—GEORGE L. TRAGER

Professor of Foreign Languages,
Adams State Teachers College,
Alamosa, Colorado.

School Library Publicity Contest

SPRING may be a time for beginnings for some people but for school librarians there is no time like the autumn. All kinds of fine plans are made and undertaken. Most of them may never be advertised abroad yet some of them would be of tremendous help to other school librarians in similar situations. We have a certain amount of uniformity about some of our activities, and advice and suggestions along those lines meet us at every turn. That is not true of school library publicity. In some schools no attempt is made to do any publicity work. Pressure of time and an apparent security and satisfaction with things as they are let us go on contentedly. Here is an opportunity to get out of a rut, to improve your library and its relation to its community, and to have a stimulating time yourself. The following invitation should be considered as if it were personally addressed to every school librarian.

An Invitation

How do you get school library publicity? What brings your best results? Is it articles in the school paper; bul-

letins and exhibits in the library, corridors, and classrooms; notices to teachers about new material and bibliographies on special subjects for them; reports to the superintendent and principal demonstrating the pervasiveness of the library's influence; or is it from mothers' club groups in children's reading problems, community newspaper accounts of library activities, or library squad personal publicity in their contacts through the school? Does your publicity include any or all of these as well as many other things? Even though these are all obvious attempts there are many ways of organizing and carrying out such schemes. Everyone wants to know how some other person does it.

The School Library Publicity Committee of the American Library Association urges all school librarians to join the following publicity project:

Inaugurate a publicity program in your school and community during 1934-35.

Submit a thousand-word report of the plan as it was actually carried into effect. Send this report on or before May 1, 1935, to Ethel M. Feagley, Teachers College, Columbia University, New York City. The best plans will be selected for publication and announcement of the winning programs will be made at the Denver meeting of the A.L.A.

But even before you submit your completed plan, send along news items of the results of any part of your project. If you wish suggestions about the kind of item which makes interesting news, see the many samples in *The Significance of the School Library*, one of the issues of *Leads*, published by the A.L.A. Publicity Committee and available from A.L.A. Headquarters.

—MILDRED L. BATCHELDER

Feasible Standard Of Promotion¹

WHILE ALL OF US are conservative creatures, everybody is a little radical—or at least he thinks he is. And so with my good friend Keeney, whose three articles in *THE LIBRARY JOURNAL* create much smoke with little fire.

I feel that the articles in question strike many people who have read them as being superficial, in that they don't get at the root of our troubles, and are therefore to be classed as "extreme." This attitude is probably similar to that of "good old Republicans" towards a certain episode known as the new deal. K's proposals are certainly not orthodox, in the usual sense of the word. Yet to me they are ortho-

¹ P. O. Keeney, "The Responsibility of Being Head Librarian," *LIB. JOUR.* 59, 271-272, March 15, 1934; "Flexibility of Library Organization," *LIB. JOUR.* 59, 312-313, April 1, 1934; "Democratic Administration: Responsibility," *LIB. JOUR.* 59, 361, April 15, 1934.

dox, quite as the alphabet soup of the Roosevelt administration is orthodox. The letters do not change the flavor of the soup. K. argues fundamentally for the present order. While the new deal is assuredly making a fight to sustain capitalism, K. also argues, at least by implication, for the maintenance of our economic class distinctions. As a Socialist, I believe that his proposals augur ill rather than well. They have no permanence in them.

K's stress upon merit rather than seniority as a basis for promotion is good, as far as it goes. Something should be said for it, of course, as a theory if it is workable in practice. And where it has not been practiced, still the theory ought to be considered. I have long regarded the U. S. Senate as a sad example of the virtues of the principle of seniority, but I have gradually come to a tentative conclusion that the merit system would be impossible there. Would the president of the Senate decide upon the merits of the Senators, or would the floor leaders, or all three together as a committee on merit? Obviously, political obstacles present a formidable barrier but, quite as clearly, the Senate, if it is the august and important body it is said to be, should be so run as to show its maximum of talent, regardless of ways and means. It is certainly an extremely difficult thing to determine merit. And it is quite as difficult to find it recognized impartially. If administrators are conscientious in their political and philosophical religious beliefs, they will follow those beliefs in school and out. They should. The result would be, of course, no end of trouble. But if administrators take their beliefs lightly, they are not reliable servants of the people. Merit, by all means, but I submit this ideal is impossible of attainment. K's indictment of seniority is, I think, pretty well founded, in spite of the Senate. Yet seniority works about as well in practice, I believe, as merit. Furthermore, I question whether a genuine attempt at promotion by merit is not made in most libraries. In my own experience, it seems that merit is more often recognized than seniority. Of course it doesn't work. There are so many hidden springs in personalities that it is impossible to sound their depths, even by administrators. "There's no mind to find the mind's construction in the face," said Shakspeare, and there's no science to plumb the capacities of individuals and to discover the day-by-day shortcomings for which they are not responsible, say I. The only feasible standard of promotion is that of interest. Let jobs be assigned to those who are interested in them, and where interests overlap, flip a coin.

The standard of interest implies, of course, the complete elimination of the principle of promotion, with its concomitant class distinctions and economic inequalities. It implies that

knowledge, experience, and capacity have immense values in themselves and that for a lack of them monetary remuneration is no adequate substitution. It makes service a possibility in spirit as well as in fact. It eliminates long hours and tiring competition. It recognizes that detail, drudgery, worry are inevitable, individually or altogether, in every job. It recognizes also the bitter fact that in spite of centuries of *laissez-faire* refinements a great proportion of our population consists of square pegs in round holes. Offering no secure or complete happiness, and no surcease of responsibility, in our jobs, it promises very short hours of service for the economic common weal and long hours of leisure for the pursuit of the otherwise good and beautiful. It realizes the supreme value of time as a vehicle of trading, and applies the theory of equality to economics as well as to "opportunity." In fine, it accepts Bernard Shaw's arguments, in his *The Intelligent Woman's Guide to Capitalism and Socialism*, namely, that it is impossible to do justice in the matter of rewarding merit and just as difficult to discover that merit.

If these propositions are sound, how much more genuine, under the practical new order of the future, will all pushes towards chief librarianships become? We shall know, then, that eager aspirants for this kind of work are impelled by interest and aptitude, and probably also by some practice and experience. As it is now, we should have more librarians with executive and "business" backgrounds. Why not? We propose this monetary equality of income not only for one "calling" but for all, and certainly many a man stays in "big business" not because he considers it the best thing for him (and others) but because he craves security. Many a man in commerce undoubtedly loves the printed page, and not only as a bibliophile but also as a reformer. And so it is that head librarians—to take exemplars of only one type of library work—should not necessarily be library trained. Possibly so, in an ideal society in which many years can be spent with cosmopolitan curricula in library schools, but not now, at any rate. What they need now, first and foremost (and probably exclusively) is training and practice in business (so called), diplomacy (including techniques employed with marionettes), political science (including similar techniques), banking, finance, and speech. These are the ultimate desiderata for executives, and executives our head librarians should be. But a classical training should precede these—groundings in Greek and Latin, mathematics and philosophy. With this equipment any person should be able to grasp quickly and easily such information about library science and bibliography as should serve ade-

quately to inform and remind him of the kind of people *with* whom, inside his library, he works. For him to learn the latest details and appliances of library science would be a waste of time. While matters are steadily being fused into standardized practices, even standards change and, with all their composite parts, result in new set-ups of things. Even with those who expect to be concerned mostly with intramural method and procedure alone it is unwise to go in for library training unless some specific and immediate job is assured as well as being prepared for. The problems and solutions, discoveries and inventions considered in a library school to-day are not necessarily those of to-morrow.

And so let the motto of the late Senator Morrow be a guide to us also: "Don't take yourself too seriously." Let us retreat somewhat from our tendency to professionalize and try to expand horizontally rather than vertically. Let us be concerned less with knowing our own business than with appreciating the affairs of others. Let us work toward the elimination of financial competition, and toward the exaltation of the spirit and promotion of the arts. Darrow was right. So long as competition and promotion (in the business sense) are the touchstones of success, what were the purpose "of any head librarian (as Keeney says) deliberately and voluntarily finding better positions for members of his staff"? As for the underlings, in the present capitalistic and profit system, Keeney knows, I am sure, that *necessity*, not interest, forces allegiance in misfit places. Observed the duchess to Sancho Panza, "There comes a kind of whisper to my ears that says, 'If Don Quixote be mad, crazy, and cracked, and Sancho Panza his squire knows it, and, notwithstanding, serves and follows him, and goes trusting to his empty promises, there can be no doubt he must be still madder and sillier than his master. . . . 'By God, señora," says Sancho, "but that doubt comes timely; but your grace may say it out, and speak plainly, or as you like; for I know what you say is true, and if I were wise I should have left my master long ago; but this was my fate, this was my bad luck; I can't help it, I must follow him; we're from the same village, I have eaten his bread, I'm fond of him, I'm grateful, he gave his ass-colt, and above all I'm faithful; so it's quite impossible for anything to separate us, except the pickaxe and shovel." And so it is with many of us, I fancy.

It has been said that Mark Twain's purpose in writing *Christian Science* was less to convince anyone of anything than to amuse himself. I have amused myself writing this. In my position here as a kind of "separated hermit" I have perhaps spoken mildly but positively, with a mixture of aloofness and concern.

—R. WEIR NOYES

Among Librarians

Necrology

GERTRUDE LeROY BROWN, assistant librarian at the Evanston, Ill., Public Library since 1908, died September 26 as a result of injuries sustained when she was struck by a car.

MRS. MARCUS FAXON, mother of Frederick W. Faxon, and for the last twenty-five years a member of the A.L.A., died October 13 in her 93rd year. She had attended twelve library conferences, and had made many friends who were very dear to her, and whose acquaintance added much to her happiness.

HENRIETTA R. PALMER, who graduated from the School of Library Economy, Columbia College, in 1889, died June 14. Miss Palmer was formerly librarian at Bryn Mawr College, and the New Jersey Historical Society and later with the Brooklyn Public Library.

Appointments

EDITH ANDERSON, Pratt '30, formerly children's librarian at the Columbia, S. C., Public Library, has been appointed cataloger and head of circulation in the Greenwich, Conn., Public Library.

DR. EDWIN H. ANDERSON has resigned as Director of The New York Public Library, after more than twenty-one years of service in that office, it was announced on October 12 by Frank L. Polk, President of the Library's Board of Trustees. He will be succeeded, on November 1st, by Harry Miller Lydenberg, now Assistant Director.

BERNADETTE BECKER, Emory '34, has a temporary position as librarian at St. Anthony's High School, Minneapolis, Minn.

LOUISE BETHEA, Emory '31, has been appointed high school librarian at Kinston, N. C.

MARJORIE BOOKER, Drexel '32, has been appointed librarian of the Ema-lea P. Warner Junior High School, Wilmington, Del.

OLIVE BRANCH, Emory '34, has recently accepted the position of librarian at the LaFollette, Tenn., High School.

LOIS BRUNGART, Drexel '33, who was formerly in charge of the Carnegie Music Library, Bucknell University, has been promoted to the position of assistant librarian of Bucknell University Library.

NINA C. BYERS, Emory '31, has been appointed assistant at the College of William and Mary Library, Williamsburg, Va.

EMMA KNOX CARTER, Emory '32, has been appointed librarian and teacher at Chamblee High School, Chamblee, Ga.

RANDOLPH W. CHURCH, Emory '33, was recently appointed assistant state librarian of the Richmond, Va., State Library.

MRS. JOHN G. DEMPSEY (Mildred Cook), Simmons '23, is an assistant cataloger in the Connecticut College Library, New London, Conn.

MARY RAY DOBYNS, Emory '32, has been transferred to the Science and Technology Department, Main Library, Birmingham Public Library System, Birmingham, Ala.

MILDRED EDWARDS, Pratt '33, was released by the Board of the Winterset, Iowa, Public Library, where she had recently been appointed librarian, to accept the headship of the Junior Department in the Elizabeth, N. J., Public Library.

SARAH EVINS, Emory '31, has been appointed assistant of the Catalog Department, Duke University, Durham, N. C.

KATHERINE GLASS, Emory '34, has been appointed teacher-librarian of the Jesup, Georgia, High School.

JEAN HASELTON, Emory '33, was made assistant in the Catalog Department of the University of Florida Library, Gainesville, for 1934-35.

KATHERINE E. HAWKINS, Drexel '32, is librarian of the Royersford, Pa., School District.

MARGARET MARY HEALY, St. Catherine, is acting librarian at Roosevelt Junior High School, St. Paul, Minn.

FLORENCE W. HOLMES, Pratt '31, goes to Navesink, N. J., as librarian of the Township Library.

BETTY HUNT, Emory '34, has been appointed librarian at the Norman Junior College, Norman Park, Ga.

DOROTHY FRANCES HURD, Emory '33, recently received a permanent position as assistant in the Circulation Department of the Library of Hawaii, Honolulu, T. H.

IVY JACKSON, formerly secretary to the director of the Museum of the American Indian, Heye Foundation, and more recently cataloger at the Huntington Free Library and Reading Room, has been appointed librarian of the Newark Museum, the appointment to take effect November 1.

JOHN HALL JACOBS, Emory '33, has been appointed director of Shelby County Libraries, Shelby County, Tennessee.

WILLIAM E. JORDAN, Pratt '33, has been appointed assistant at the library of the Department of Agriculture, in Washington, D. C.

WILLIAM P. KELLAM, Emory '31, is now librarian of the North Carolina State College, Raleigh, N. C.

ESTELLE KING, Emory '33, has been appointed assistant supervisor of Fulton County High School Libraries, Atlanta, Ga.

FLORENCE WINSTON LAMAR, Emory '31, has received a social service scholarship for the year 1934-35, at Tulane University, New Orleans, La.

ANITA F. LEVY, Pratt '34, returned to her former position as librarian of the San Francisco Public Library, Business Branch.

MARY W. LOVE, Emory '34, has recently been appointed librarian of the Quincy, Fla., Public Library.

KATHRYN LUSE, Western Reserve '33, is high school librarian at Mentor, Ohio.

E. WEIR MCDIARMID, Jr., Emory '31, is now librarian at Baylor University, Waco, Texas.

GERTRUDE McDOUGALL, St. Catherine '33, who during the past year was at St. Mary's College Library, South Bend, Ind., has been appointed assistant cataloger at Notre Dame University.

ANNE McKAY, Emory '33, has been appointed children's librarian of the Washington Memorial Library, Macon, Ga., for one year.

HELEN McNEIL, Emory '34, has been appointed librarian of the Ensley High School, Birmingham, Alabama, for 1934-35.

ANNIE MAYS, Emory '32, has recently been appointed assistant librarian at the Mercer University, Macon, Ga.

DOROTHY P. NASSAU, Drexel '34, is librarian and teacher of English in the Sharon Hill, Pa., High School.

MARJORIE NELSON, St. Catherine '33, has joined the staff of the Chisholm, Minn., Public Library.

FLORENCE K. NIEMAN, Drexel '34, has been appointed librarian of the Robert E. Lee Consolidated High School, Goose Creek, Texas.

LUCILE NIX, Emory '30, has been appointed assistant reference librarian of Emory University Library, Emory University, Ga.

KATE E. PALMER, Illinois '32, has been appointed librarian of the Abbott High School, Elgin, Ill.

SARAH E. PARK, Illinois '31, has accepted a position as assistant in the University of Illinois Library School. She was formerly cataloger at Marshall College Library, Huntington, West Va.

JOSEPHINE PARKER, Western Reserve '30, formerly high school librarian at Akron, Ohio, is now librarian of Central Junior High School, South Bend, Ind.

MADGE PENTON, Emory '34, has recently been appointed librarian at Temple University High School, Philadelphia, Pa.

GRACE D. PHILLIPS, Illinois '05, formerly librarian, Divinity Library, University of Chicago, has recently accepted a position as instructor in the Boone Library School, Wuchang, China.

RUTH PHILLIPS, Illinois '34, has been appointed librarian of Asbury College, Wilmore, Ky.

HELEN C. REYNER, Drexel '32, has been appointed librarian of the Camden, N. J., Academic High School.

PERMA RICH, Illinois '28, has accepted the position as assistant with the Kentucky Library Commission, Frankfort, Ky. She was formerly librarian of Asbury College, Wilmore, Ky.

ELIZABETH G. ROBB, Michigan '31, has been appointed junior cataloger in the University of Iowa Libraries.

FREDERICK J. ROWAN, Drexel '32, has been made librarian of the Pennsylvania Industrial School, Huntingdon, Pa.

MAHALA SAVILLE, who has been studying for the Master's degree at the University of Illinois during the past year, has accepted a position as assistant in the University of Mississippi Library.

ELIZABETH SHEA, Western Reserve '31, is now a children's librarian in the Cincinnati, Ohio, Public Library.

MILDRED SHELTON, Illinois '32, has been appointed librarian of the Woodrow Wilson Junior High School Library, Cedar Rapids, Iowa.

ARCHER SIMS, Emory '32, is a branch assistant in the New York Public Library system, New York City, since August 1934.

OLGA E. SKARTVEDT, Illinois '30, formerly assistant in the University of Illinois Library School, has recently accepted the position as assistant examining clerk, Examining Division, Civil Service Commission, Washington, D. C.

EILEEN SMYTHE, Drexel '33, has resigned her position in the Pennsylvania State College Library to pursue graduate work in chemistry at Temple University, Philadelphia, Pa.

EDWARD B. STANFORD, Illinois '34, formerly periodical assistant in the Dartmouth College Library, has accepted a position with the American Library Association as assistant to the Editor of the *Bulletin* for the coming year.

DOROTHY STALEY, Illinois '34, has accepted the position of librarian at the Amarillo, Texas, High School.

DOROTHY SWEENEY, Emory '34, is now school librarian at Jacksboro, Tenn.

JOSEPHINE TAYLOR, Western Reserve '33, has been appointed librarian at the School of Nursing, Western Reserve University, Cleveland, Ohio.

ANNE TURNER, Emory '31, has been appointed librarian of the Glynn Academy, Brunswick, Ga.

NELLIE G. UPCHURCH, Simmons '32, has been appointed assistant in the Duke University Library, at Durham, N. C.

SIMONE VAN BIESBROECK, Illinois '33, has a position as assistant with the American Medical Association, Chicago, Ill.

EMILY WASHBURN, Pratt '34, has been appointed librarian of the Seaman's Institute, New York City.

MARCIA WHEELER, Illinois '30, has accepted the position of librarian at the Hinsdale Public Library, Hinsdale, Ill. She was formerly a cataloger at the Evansville Public Library, Evansville, Indiana.

IRMA M. WOODS, Illinois '30, has recently been appointed librarian of the Winterset Public Library, Winterset, Iowa.

MARIAN YOUNGS, Western Reserve '33, is an assistant in the library at the University of Florida, Gainesville, Fla.

Marriages

KITCHEL FLORENCE ADKINS, who attended the University of Illinois Library School during the year 1924-25, was married to Mr. Oliver Ottis Hawk on June 30, 1934, at Grinnell, Iowa. Mrs. Hawk was formerly employed in the Cedar Rapids Public Library, Cedar Rapids, Iowa.

ELIZABETH ANDERSON, Emory '32, and Samuel A. Belcher, Jr., were recently married at Macon, Ga.

HELEN G. ANDREWS, Syracuse '33, was recently married to Wilbur S. Kent.

ELEANOR C. AVERY, Syracuse '32, and Frank Griffiths were married on July 28, 1934.

JANICE BOOKER, Drexel '31, was married on June 16 to George Arthur Wright. Her address is 5015 Spruce St., Philadelphia, Pa.

SARA FRANCES CRAWFORD, Emory '31, and Frank Sims Erwin, were recently married at Philadelphia, Pa.

MRS. MARGARET WOOD EMERSON, Simmons '17, was married in June to Mr. Harold B. Hayward, and is living in West Newbury, Vt.

MARGARET KERR, Drexel '28, was married on June 24 to James W. Gum. Her address is 1830 California St., N.E., Washington, D. C.

NELLE LEDBETTER, Emory '30 and Howard M. Waddle were recently married at Atlanta, Ga.

BERNICE MCCARTHY, Emory '32, became Mrs. John Clifford O'Halloran, in September, 1934.

EFFIE LEE MCKEE, Columbia '29, was married to Alfred Edward Fenton on June 24, 1934. They are living at 1330 J St., Lincoln, Nebraska.

FLORENCE W. MAXFIELD, Drexel '34, was married on June 30 to William M. Strain.

MARION A. MILLER, Simmons '28, formerly assistant librarian at Potsdam State Normal School, Potsdam, N. Y., was married on September 1 to Mr. Carleton Francis Maylott. Mrs. Maylott's home will be at 19 Chestnut Street, Potsdam, N. Y.

MYRNE MOFFIT, Illinois '29, was married on September 8, 1934, to Dr. Ashby Steele, in Cedar Rapids, Iowa. Dr. and Mrs. Steele reside at Jefferson Barracks, Mo. Mrs. Steele was formerly librarian of the Veterans' Administration Facility Library, Gulfport, Miss.

GLADYS MORGAN, Emory '31, and H. S. Duncan were recently married at Nashville, Tenn.

MARGARET MORGAN, Drexel '33, was married June 28 to Lewis Williams. She is living in Delta, Pa.

FLORENCE R. PICKETT, Illinois '31, was married to Mr. Everett F. Foltz, on August 22, 1934, in Colorado Springs, Colo.

GERTRUDE ROBINSON, Simmons '18, was married on June 30, to Mr. Stephan Philippovich von Philippsberg, and is living at Brugggraben 31, Innsbruck, Austria.

JEANNETTE MARION ROSENBAUM, Simmons '33, was recently married to Dr. Jacob Lerman.

MARJORIE H. TROTTER, Simmons '29, was married July 1 to Mr. Henry Charles Wood, in New York City.

MARTHA E. TURNER, Simmons '28, was married on June 10 to Mr. Thomas Dionysius Clark. Her address is 223 Forest Park Road, Lexington, Ky.

NINA MAE WATSON, Illinois '33, was married May 12, 1934, to Mr. John Lenzi. Mr. and Mrs. Lenzi reside in Detroit, Mich.

Children's Librarians' Notebook

Reviews Of Juvenile Books By Children's Librarians

Easy Books, Picture Books

Bontemps, Arna

YOU CAN'T PET A POSSUM

An amusing story about Shine Boy, a little Negro, who lived with his Aunt Cindy in an Alabama cabin. He had no one to play with until he found Butch, a homeless, yellow pup, and they became fast friends. And what wonderful adventures they had! They went possum hunting, with the triplets, Zechariah, Jeremiah, and Obadiah and found a skunk with sad results. When Aunt Cindy went to Birmingham, Shine Boy and Butch hitched a ride to the city, and Butch was taken to the dog-pound. Aunt Cindy found a way to rescue him, and the three returned in time to celebrate Shine Boy's ninth birthday. The dialect is well written, so that it can be easily understood by the children. The drawings are very expressive and seem to just belong to the story. Illustrated by Isle Bischoff. Morrow, \$1.75.

—KATHERINE WATSON

Credle, Ellia

DOWN DOWN THE MOUNTAIN

One of the most distinguished picture-story books of the year and of the years before. A little boy and girl in the Blue Ridge Mountains want creaky, squeaky shoes. To earn them they grow and carefully tend some turnips on a steep and rocky hillside. Down the crooked road to town they take them and after some adventuring, the shoes are theirs. Hetty and Hank wore them to the preaching. "Their shoes were playing such a creaky, squeaky tune that all the people craned their necks to see who could be wearing such beautiful new shoes." The story is well written with enough repetition to please little children. The drawings in blue and brown crayon or lithograph are full of humor and action. The story and the pictures alike give the full flavor of the mountain folk and country side. It is so delightful and so valuable a book that it should be in every library with any purchasing funds. Illustrated by the author. Nelson, \$2.

—EMMA L. BROCK

Garbutt, Bernard and Katharine

TIMOTHY

Timothy is a baby deer who grows up to antler age in the course of the story. His worst enemy, the eagle, and his best friend, the pheasant hen, as well as the mother and the father deer have rôles in the tale which is part truth and part fancy. In the end Timothy saves the life of the hen and her chicks by using his new antlers against the eagle. Children in the primary grades will like the book. Oxford, 75c.

—EMMA L. BROCK

Hauman, George and Doris

BREAD AND CHEESE

A fairy tale of a fairy cow, Buttercup, and her friend Daisy, the lamb. The Little Old Woman bewitched Buttercup into a butterfly, but it all ends happily with the cow returned to her natural shape and a pair

* Book should be added to collection of between 10,000 and 30,000.

** Book should be added to collection of 10,000 or less.

of milk promised to the Little Old Woman every Sunday morning. Little children will enjoy the book and it will be useful in larger libraries. Macmillan, \$1.

—EMMA L. BROCK

King, Julius

ODIE SEEKS A FRIEND

A delightfully humorous picture-story book of an eager little skunk looking for a friend. Needless to say pigs, chicks, cows and humans have only one answer for his friendly advances. Retreat. The reader feels as if she must climb into the book to say, "Here, I'll be your friend". Odie does at last find a companion in Hugh Skunk "and they went off together" tails happily in air. Odie, as Kurt Wiese has drawn him, is irresistible and he is sure to have hundreds of close friends among little children. Coward, \$1.25.

—EMMA L. BROCK

Lathrop, Dorothy P.

THE SNAIL WHO RAN

The fantasy of a mid-summer's night when a fairy grants three wishes. One she gives to a mouse who is made invisible so that he need not fear the shadow of the owl. The second she gives to the snail who runs for joy the entire night, and the third she gives to a little red eft who longs to fly. Dorothy Lathrop's style is as delicate as her fine-lined drawings which are very lovely. It is third or fourth grade level. Stokes, \$1.

—KATHERINE WATSON

Lenski, Lois

SURPRISE FOR MOTHER

A simple little book about a birthday surprise planned for their mother by three children, Niddy, Noddy, and Nancy. How they collect the ingredients for the cake to surprise their mother makes a story that little children will enjoy. The humor of both the story and illustrations is delightful. Stokes, \$1.

—KATHERINE WATSON

Miller, Jane

JIMMY THE GROCERYMAN

A book of an educational type, which will be of value on the "easy" shelf. The many clearly drawn pictures help a simple text to set forth all the doings in a grocery store, selling, buying, cleaning, weighing and arranging. It has entertaining as well as educational value and will fill a need in most libraries. Illustrated by the Haders. Houghton, 90c.

—EMMA L. BROCK

Sayers, Frances Clarke

BLUEBONNETS FOR LUCINDA

Lucinda and her cat, Barnacle, and her music box go to visit her old friends, Herr and Frau Geranium who live across the bay in Texas. Herr Geranium's geese are very cross until they hear the music of Lucinda's music box. The charm of bluebonnet time is aptly shown by Helen Sewell's colorful illustrations. Viking, \$1.

—KATHERINE WATSON

Torrey, Helen

ABOUT THE BEE

An amusing story done in folk-tale manner of a bee who goes to market to sell honey so that she may buy herself a fine present.

She is, in folk-tale sequence, joined by a cat, a hen, a dog and a snail. They all sell their possessions to a crab and go to the market. That they buy again things just like the ones they sold to the crab is a delicious human touch that even children will enjoy. The picture-story age child will like this small book. Oxford, 75c.

—EMMA L. BROCK

Webb, Clifford

A JUNGLE PICNIC

A companion book to *Butterwick Farm* by the same artist-author. It lacks a certain simplicity and elemental quality that were in the other book, but is enchanting, nevertheless. The drawings are more complicated, but are beautifully designed, the animals especially so. There is the real feeling of the jungle and the real feeling of a picnic with monkeys and squirrels for guests. Black Sunday is the very black and wise jungle friend of the two English children who give the picnic. For children in the early grades. Illustrated by the author. Warne, \$2.

—EMMA L. BROCK

Science, Useful Information

Bormann, Henry

BRIDGES

Bridges, bridges, bridges, from the Atlantic to the Pacific, covered wooden bridges, wooden beam and trestle bridges, I beam and plate girder bridges, truss bridges, movable, cantilever, arch and suspension bridges are all here. Mr. Bormann has brought together a few splendid examples of each type in unusually fine photographs. He has given a brief story of the development of bridges in America. The book was written for older boys but will fascinate many younger boys and adults as well. This excellent book on American bridges supersedes an earlier book by Lorinda Munson Bryant called *The Children's Book of Celebrated Bridges*. (Century, 1925) which contains the story and pictures of fifty famous bridges of the world. *Bridges* will be useful in all libraries. The format is attractive. Macmillan, \$2.

—ALICE E. BROWN

Pryor, William Clayton

THE FIRE ENGINE BOOK

Mr. Pryor has made a fine contribution to the new curriculum in presenting this story of the fire department for young children. Through a series of some fifty fine full-page photographs and a simply told story the children of third and fourth grades will get a great deal of important information about fires, the ways children can prevent fires, how to report a fire and the workings of the fire department. After an officer had been to the class room to talk about fires to the pupils, Bill and Martha were taken by their father to the fire alarm box and shown the mechanism of the fire signals. Later they had occasion to report a fire and were repaid by a special tour of the fire department. The book will supplement *Fire Fighters* by John J. Floherty (Doubleday, \$1.50). The *Fire Fighters* is a little more complete as to story and pictures, and may be used with older children. It is more expensive and not so well made, but excellent material. Both are not necessary to

a small library but useful. Considering all things this is the best book of its kind that I have ever seen. Harcourt, \$1.

—ALICE E. BROWN

Pryor, William Clayton **
THE STEAMSHIP BOOK

This book is all that the title implies and more. There has never come to us a more perfect book of steamship travel for little folks than we have in *The Steamship Book*. The sixty excellent photographs are full page, and give a graphic and detailed story of life on shipboard, and in the harbors. Opposite each photograph is the simple story about Margaret and her big sister and brother who were going to Panama to meet their father, an officer on a steamship. The book is a convenient size for any child. It is well made on excellent paper and is very well bound. It could be used with children of pre-school age or kindergarten and will be enjoyed by third and fourth grade teachers and pupils to enrich the curriculum on travel. Harcourt, \$1.

—ALICE E. BROWN

Reed, Brian *
RAILWAY ENGINES OF THE WORLD

Mr. Reed has made a thorough study of locomotives, and has given us at least a short account of all the principal locomotives hauling on all the important railroads of the world. He has used forty-seven full page plates giving excellent photographs of seventy-seven locomotives. The book is published in Great Britain and contains many terms that are British but with such compelling illustrations any of the older boys and men who are interested in locomotives will like it. Mr. Reed explains that locomotives must necessarily be adapted to certain local conditions hence the many types of engines. Recommended for use where needed. It will supplement *Trains, Tracks and Travel* by T. W. Van Metre (Simmons-Boardman, 1926). Oxford, \$1.75.

—ALICE E. BROWN

Roberts, Thomas Sadler **
BIRD PORTRAITS IN COLOR

Dr. Roberts, the author of a two-volume book *The Birds of Minnesota*, is Professor of Ornithology and Director of the Museum of Natural History in the University of Minnesota. Since his first monumental work he has been urged to publish the plates illustrating that work in more convenient form for general use. *Bird Portraits in Color* consists of these plates in full sets showing five hundred sixty-one major figures. It includes most of the birds, common to the North American Continent east of the Rocky Mountains. The text by Dr. Roberts consists of brief descriptions of each bird, giving its size, its distinguishing marks, its range and its most interesting habits, type and location of its nest and the color of its eggs. The book is perfect for everyone. It will be useful in any school grade from kindergarten through high school. No library can afford to be without it. University of Minnesota, \$3.50.

—ALICE E. BROWN

Plays

Cleghorn, Sarah N. **
UNDERSTOOD BETSY

A play adapted by Sarah N. Cleghorn from *Understood Betsy* by Dorothy Canfield Fisher. "For thirty to thirty-five children and sixteen grown-ups in six acts without waits but with five readings between acts occupying altogether about two hours." Miss Cleghorn's scheme of having readings between acts is a happy one. It does away

with long waits between acts, but more than that it enables her to present practically all the story and yet give the children only scenes within their acting abilities. An excellent community play because of the large cast and because it can be easily staged and directed, or good for an entire school with seniors playing the adult roles. The book has a paper cover and would need to be bound if circulated through a library. Harcourt, 75c.

—MARJORIE F. POTTER

Goodrich, Arthur *
MR. GRANT

A play in three acts. This is not a play amateurs could produce. It was very definitely written for professional acting and staging. However, there are a few episodic scenes that could be given in a history classroom. The play reads well. It could be recommended to senior high school students and to adult readers not only as a good play but also as an interesting biography of Ulysses Grant. McBride, \$2.

—MARJORIE F. POTTER

Handicraft

Hamilton, Edwin T. **
PRIZES AND PRESENTS EVERY GIRL CAN MAKE

Clear, simple directions for making fifty-nine attractive and useful gifts. Mr. Hamilton describes the perfect gift as being "attractive, useful, unusual, and valuable for sentimental reasons" and has tried to make each article described meet these requirements. Complete instructions are given for making such practical things as kitchen utensil holders, book ends, hat bags, aprons, and door stops. Most of the tools and materials needed can be bought at the five-and-ten-cent store. This book will be valuable to the girl who is a beginner in handicraft and not yet ready for the more difficult crafts described in the author's earlier *Handicraft for Girls*. Harcourt, \$2.50.

—MARJORIE F. POTTER

History, Travel, Biography

Daniel, Hawthorne
BROKEN DYKES

Hendrick Van Trier, a boy of fourteen, joins the ranks of Prince William of Orange against the Spaniards, who have killed his parents. As messenger and spy for the prince he vaults his way over canals into the besieged city, after narrowly escaping death. He helps break down the dykes in an effort to save the city and rescues the starving men as wind and flood drive out the enemy. The story is well told and authentic historically. It will appeal to Junior High School boys who like historical novels, but as it is so historical and with a limited interest, it is recommended to large libraries only. Macmillan, \$2.

—J. E. WOOSTER

Lagerlof, Selma
MEMORIES OF MY CHILDHOOD

Like *Marbacka* this is the story of the author's childhood on a large Swedish estate, with friendly relations between servants and governess and neighbors and visitors. Fact and fancy mingle delightfully. There are games and festivals, lessons and church, a first dance, ghost stories and folk tales, theatres and travels, all told as a child of ten to thirteen would narrate them. The book is more personal than *Marbacka*. It makes charming reading for adults and

older girls, and may be used successfully with *The Adventures of Nils* to portray Swedish life and customs. Doubleday, \$2.50.

—J. E. WOOSTER

Minot, John Clair
THE BEST STORIES OF HEROISM I KNOW

Short stories for both boys and girls. Reporters, trappers, nurses, lumbermen, bank clerks and just ordinary young people play a part where physical and moral courage is demanded. Among the authors represented are Charles Boardman Hawes, Grace Richmond, Arthur S. Pier, and Fisher Ames, Jr. The stories would make good telling around the campfire. Recommended for large libraries. Wilde, \$2.

—J. E. WOOSTER

Peary, Marie Ahnighito *
THE SNOWBABY'S OWN STORY

Written for older children than those who for years have enjoyed *Snowbaby*, *Children of the Arctic* and *Snowland Folk*, this book is a delightful and vivid account of a little girl's experiences on five trips to Greenland with her mother and father, in search of the North Pole. We feel on very friendly terms with Eskimos, igloos, fur garments, walrus hunts, great meteors, ice-floes and vast snowlands. And we have besides, a picture of fine family life when the three Pearys are together, an unusual comradeship between them as they adventure in the far North. There is much valuable information for any grade studying Arctic life. Stokes, \$2.

—J. E. WOOSTER

Peck, Anne Merriman **
YOUNG MEXICO

This book creates a wholesome respect for Mexico of today as well as for its old traditions and customs, clearly traced as we visit tiny isolated Indian villages, little changed since the days of Cortez, and see the progress of culture down through the centuries until we reach modern Mexico City with all its gaiety. We celebrate the fiestas that play so large a part in the lives of all Mexican children, particularly the Christmas Posada and Easter. We see the open-air art schools and watch the children paint bright frescoes. We shop in the marketplaces, visit the Aztec ruins and the great pyramids and tropical jungles and snow-capped mountains—all through the eyes of Mexican boys and girls. The book is a valuable addition to any library and can be enjoyed by readers from the fifth grade to High School. McBride, \$2.50.

—J. E. WOOSTER

Quinn, Vernon
PICTURE STORY OF FRANKLIN D. ROOSEVELT

Here is a series of pictures, with brief text in large type, explaining clearly various episodes in the life of our president. The book is for little children in the primary grades, and is too brief to be of value for real information. Older children will enjoy *Belle Moses' Franklin Delano Roosevelt, Minute Man of '22* (Appleton-Century, \$1.75). Stokes, \$1.50.

—J. E. WOOSTER

Fiction

Allee, Marjorie Hill **
A HOUSE OF HER OWN

Catherine Lankester, the heroine of this excellent pioneer story of Indiana, is a country school teacher of surprising dignity and resourcefulness. Though still in her teens, she manages her school easily and con-

tributes much to the civilizing influences already at work in the community. She is a real person, and finds it none too easy to make her own decisions in spite of her assumed maturity. The plot is well knit and the book has more thrilling incidents than *Judith Lankester* to which it is a sequel. It will be valuable in any public or school library for use with girls from 12 to 16. Houghton, \$2.

—LETHA M. DAVIDSON

Coryell, Hubert V.
TAN-TA-KA

An "I" story of a French-Canadian boy, son of a voyageur, who was captured by the Sioux, but who was aided in escaping by a boy whose mother was a captive Chippewa. His life as a captive taught him Dacotah skills: shooting, hunting bison, protecting oneself through a blizzard. Somewhat gory in its several murders, and not outstanding, but of interest to boys in fifth and sixth grades. Appeared in *Open Road*. Illustrated by Lee Townsend. Little, \$2.

—ISABEL McLAUGHLIN

Follett, Helen
STARS TO STEER BY

While young people nowadays need to face realities more straightly than ever before, they also need hobbies as means of escape more than ever before. Whether the chosen hobby be stamps, or the pursuit of a sailing ship little matters if it is taken as earnestly as Barbara Follett takes hers. A sailing ship she would and did find, but only after she had made friends in Tahiti with Matu, and Mama Colby's deep green jungle, found means of keeping her type-writer going to help her mother keep plumb the money bag, been asked to be a Tongan princess, stayed a few days in a Samoan hut, traveled in divers' vessels and found the Vigilant in Honolulu Harbor. The thirty-two days on this five masted relic of pride and conquest were too short for Barbara. An unusually alive travel book for the high school girl. It carries on *Magic Portholes*. Illustrated by Armstrong Sperry. Macmillan, \$2.50.

—ISABEL McLAUGHLIN

Hayes, Marjorie
THE LITTLE HOUSE ON WHEELS

Modern social science courses call for a wealth of detail about pioneer ways of living. Children from third to seventh grades will find them pleasantly answered in this story of Charlotte, Charles and their father who traveled through the East and South in 1830, selling goods from their gay yellow gipsy wagon. Food, shelter, clothing, school-books, transportation—all are described in full, but do not get the impression that this is one of those tiresome factual geographical readers. It is charmingly written, with skillful characterization and an entertaining plot. The line drawings are particularly attractive. This is just such a book as *The Treasure in the Little Trunk* by Orton, but the vocabulary is simpler and has, on the whole, more literary distinction. Little, \$1.75.

—LETHA M. DAVIDSON

Heyliger, William
BACKFIELD COMET

While William Heyliger has written a number of books centering around a variety of boys' reading interests, it is through his sport stories that he has made his widest appeal. He knows how to play the game, and how to develop his characters so that

they, too, know how to play it fair and square. Such a story is his new book, *Backfield Comet*, a football tale with life at Grandon College as a background. Trim Roberts, Backfield Comet, is a high school football star, much exploited by the press. He enters Grandon College, puffed up with success and blinded by his own glory. For twelve years, football at Grandon had been largely a matter of Gene Bancker, the coach, whose policy was never to break a man, but to develop him, not only for the football game but also for the game of life. How Roberts, coached by Bancker, learns, through many bitter experiences, that it is not the individual play but teamwork that counts, makes a thrilling story that will have a great appeal to both boys and girls of junior high school age. Illustrated by George M. Richards. Appleton-Century, \$2.

—CARRIE E. SCOTT

Keyes, Mary William
THE PEACOCK FARM

The Peacock Farm is the story of an inherited New Hampshire farm by Alice Ware, one of the four Ware girls in *Toplofty*, the home of her friends, the Frasers. The gift came from an elderly friend; and the readjustment in the lives of the four Ware girls and their architect father involves remodeling of a house, neighbors, an impostor, and a widowed father who finds romance. *The Peacock Farm* is a sequel to *Toplofty*, but it is an independent story which may be thought of as a third-degree kindred to *Blue Farms* by Helen Sewell, and *Marty and Company on a Carolina Farm* by Rose Knox. Illustrated by Pelagie Doane. Longmans, \$2.

—NORA CRIMMINS

Lownsbey, Eloise
LIGHTING THE TORCH

The author has drawn from a rich knowledge of 16th Century France for this forceful story for older boys and girls. Filled with vivid pictures of social unrest—marauding bands of soldiers and peasants rebelling openly against increasing taxes, we feel the seething undercurrent of conflicting ideas. The power of the church subjecting the masses to unquestioned authority, against the growing power of the individual to think for himself. Great forces are at work—Luther and his Gospel; Erasmus and his classics. In these turbulent times young Stephen works out his destiny through many thrilling adventures. Driven with his mother, sister and brother from their village, evacuated because of war, Stephen is faced with both the problems and opportunities of his age. Separated from his family, he is made prisoner, escapes, and is taken into the printing business by Johann Froben. He is befriended by Erasmus, who takes him to Paris, where he succeeds in finding his mother. The family is reunited on their farm and Stephen looks forward to returning as apprentice to the Froben Press. The story compares favorably with the author's *Boy Knight of Reims* and *Out of the Flame*. Longmans, \$2.

—EVELYN R. SICKELS

McGoldrick, Rita C.
THE CORDUROY TRAIL

The Corduroy Trail leads to the forests and the lumber camps of Northern Wisconsin, where Swedes, Norwegians, Poles, half-breeds, and one Negro find a trade and a setting. The adventures that lure a group of young people to view the investment of their fathers, under the direction of one of them, are lively, hair-raising and in-

formative. Camping, riding, living under camp conditions, bring trials and readjustments: misfortunes and compensation. Knowledge comes in the wake of adventure, and romance adds to the interest of *The Corduroy Trail*. The style is simple and direct; and the story can be admitted into the company of Stewart Edward White's *Blazed Trail*. It will lead the high school reader to Holman Day's *King Spruce and Red Lane*. Illustrated by Paul Brown. Doubleday, \$1.75.

—NORA CRIMMINS

Means, Florence Crannell
A BOWLFUL OF STARS

When this author published in 1931 her *A Candle in the Mist*, she introduced to her readers a very interesting family, the Grants, two outstanding members of which were Janey who taught school when she was fourteen, and her Grandmother, who had an understanding heart. There was also Haakon Haakonson. We follow the fortunes of this interesting group through a year of trials and pleasures of life on the Minnesota frontier. Then in 1934 they move to Colorado, where their story is continued in *The Ranch and the Ring*. The scene of this new book is also Colorado, but two years later. The story opens on July 4, 1876, and all the Grants and their friends are attending the great celebration held to commemorate the admission of Colorado to statehood. How the reading of her horoscope changed Janey's plans for a whole autumn, and brought her much discontent, opens the action of the story. The episodes of adventure and romance which follow give the author an excellent opportunity to portray the restlessness of this age so concerned with the search for gold. She has given us a fine picture of western life in which Indians, miners and adventurers play an important part. At the end, we leave a contented Janey at the age of nineteen, a better, stronger woman, facing a happy future. Older girls, and boys, too, of junior high school age will enjoy this book as much as the two preceding stories of Janey Grant. Illustrations by Henry Pitz. Houghton, \$2.

—CARRIE E. SCOTT

Phillips, Ethel Calvert
JEANNE-MARIE AND HER GOLDEN BIRD

A truly delightful, child-like story of a small Quebec girl. The story concerns itself with the loss of Poli, Jeanne-Marie's canary, but equally is concerned with the manners taught by Louis, the shoe-repair man, and the fête at grandmother's and grandfather's farm when Jeanne-Marie's gift is blueberries in a burr basket. The illustrations, photographs of figurines by Helen Blair, are not wholly satisfactory, since they lack movement and color. One more of this author's welcome books for girls in fourth and fifth grades. Houghton, \$1.75.

—ISABEL McLAUGHLIN

Schulz, James Willard
GOLD DUST

This is the author's thirty-fourth Indian story for boys, but there is enough vitality in Eagle Child's struggle to find his best friend's murderer and the lost claim to make interesting reading. Teachers consider the Schulz books fine for their background of Indian life, and children can never get enough. This one is written in the first person, which they always object to. It was serialized in *The American Boy* under the title "At the Sacred Rock". (Grades 5 to 9). Houghton, \$2.

—LETHA M. DAVIDSON

Advance Book Information

Including Books To Be Published Between December 1 and December 15, Based On Data Gathered From Publishers. Issued Semi-Monthly. Juveniles And Text Books Not Included.

Ar: Fine Arts
Bi: Biography
Bu: Business

Dr: Drama
Ec: Economics
Hi: History

Mu: Music
Po: Poetry
Re: Religion

Sc: Science
Sp: Sports
Tr: Travel

Non-Fiction

Beebe, William
HALF MILE DOWN

A narrative of adventures under the sea by a famous scientist-adventurer, Dr. Beebe's record deep-sea exploration in the Bathysphere during the past summer is included. Many illustrations and 8 color plates. Author of *Jungle Days*, *Nonsuch*, etc. Market: All interested in scientific adventure and exploration, libraries. Harcourt, \$4.50 (?). (12/34)

Clark, Lawrence E.
CENTRAL BANKING UNDER THE
FEDERAL RESERVE SYSTEM

A comprehensive study of central banking under the Federal Reserve, with special consideration given to the Federal Reserve Bank of New York. Macmillan, \$5 (?). (12/34)

Downes, Olin
SYMPHONIC MASTERPIECES

Critical appreciations of the great symphonic works of the world, by the Music Critic of the *New York Times*. Illustrated. Market: All average persons interested in music, libraries. Dial Press, \$2.50. (12/1/34)

Fawcett, Sir Charles
THE FIRST CENTURY OF BRITISH
JUSTICE IN INDIA

The main part of this book is devoted to a full and documented account of the Bombay Court of Judicature which was established in 1672. Oxford, \$6. (12/34)

Fowler, Gene and Meredyth, Bess Dr
THE MIGHTY BARNUM

The motion picture scenario of the life of the great circus showman. Illustrated with scenes from the photoplay. Market: All Gene Fowler readers, those interested in Barnum's life, motion picture fans. Covici, Friede, \$2. (12/11/34)

Frank, Waldo and others, ed. Ar
AMERICA AND ALFRED STEIGLITZ

Twenty-four eminent authors and artists, among them Evelyn Scott, Sherwood Anderson, Dorothy Brett and William Carlos Williams, contribute to a collective portrait of Alfred Steiglitz, master of photography and pioneer of the modern art movement in America. Illustrated. December selection of the Literary Guild. Doubleday, \$3.50. (12/3/34)

Graham, Abbie
LADIES IN REVOLT

An account of the personal and social achievements of American women in the nineteenth century. Author of *Fain Pomp and Glory*, etc. Womans Press, \$1.75. (12/1/34)

Graham, William Creighton Re
THE PROPHETS AND ISRAEL'S CULTURE
A study of the place of the prophets in the development of Israel's culture. Univ. of Chic. Press, \$1.75 (?). (12/34)

Haydon, A. Eustace, ed. Re
MODERN TRENDS IN WORLD-RELIGIONS
Apercritical survey of the transformation of world religions under the impact of forces in today's civilization, by eminent thinkers and leaders of the Orient and the West. Market: Those interested in religion, economics and general social problems, libraries. Univ. of Chic. Press, \$2.50. (12/34)

Henderson, Yandell
A NEW DEAL IN LIQUOR TO PROMOTE
DILUTION

By a Professor of Applied Physiology at Yale University. Also a reprinting of *An Inquiry Into the Effects of Spirituous Liquors Upon the Human Body and Mind* by Dr. Benjamin Rush. Market: Everyone interested in the liquor problem, libraries. Doubleday, \$2. (12/5/34)

Hodgkin, R. H. Hi
A HISTORY OF THE ANGLO-SAXONS
A history of the Angles and Saxons, their religion, literature and political development up to the time of the death of Alfred. Illustrated. Market: Students of English history and literature. Oxford, \$12. (12/34)

Joslin, Theodore G. Bi
HOOVER—OFF THE RECORD

A personal memoir of Herbert Hoover, written by his secretary and based largely on his diary. It is an inside account of Hoover's personal views, ambitions, trials and accomplishments during the critical period in which he was President. Market: All Hoover admirers, biography readers, libraries. Doubleday, \$3. (12/5/34)

Mead, George H.
MIND, SELF, AND SOCIETY
A treatise on social psychology from the standpoint of a social behaviorist which gives new insight into psychology and the social sciences. The author, until his death in 1931, was Professor of Philosophy at the University of Chicago. Edited by Charles W. Morris. Market: Philosophers, linguists, psychologists, social scientists. Univ. of Chic. Press, \$5. (12/34)

Page, D. L. Dr
ACTORS' INTERPOLATIONS IN GREEK
TRAGEDY

A study of the influence and extent of actors' interpolations in Greek tragedies, with special reference to the *Iphigenia in Aulis* of Euripides. Oxford, \$4. (12/34)

Rice, E. P.
THE MAHABHARATA: ANALYSIS AND
INDEX
Oxford, \$3. (12/34)

Salaman, Malcolm C., ed. Ar
FINE PRINTS OF THE YEAR—1934

An annual review of contemporary etching and engraving. Contains one hundred examples of the best work by American, British and Continental etchers. Minton, Balch, \$10. (12/1/34)

Seligman, E.R.A. and Johnson, Alvin, eds.

THE ENCYCLOPAEDIA OF THE SOCIAL
SCIENCES, V. 15

The final volume of this encyclopaedia contains articles from *Trade Unions* to the end of the alphabet, a complete index and a classification of articles which will serve as a guide for courses of study. Macmillan, \$7.50. (12/34)

Wallis, Louis Re
GOD AND THE SOCIAL PROCESS: A
STUDY IN RELIGIOUS HEBREW HISTORY

This discussion of the economic and social conditions that gave rise to belief in the One God contributes to the historical understanding of the Old Testament. Univ. of Chic. Press, \$3.50. (12/34)

Young, Ruth, comp. Bi
LIFE OF AN EDUCATIONAL WORKER

A biography of Henrietta Busk. Longmans, \$1.25 (?). (12/34)

Fiction

Barnes, Carmen
YOUNG WOMAN

A sequel to *Schoolgirl*. Kendall, \$2.50. (12/7/34)

Bentley, John
THE EYES OF DEATH

Sir Richard Herrivell, a noted antiquarian, proved himself a sleuth of outstanding merit in the case of robbery and murder that baffled the greatest brains of Scotland Yard and led a tortuous trail through five countries. Crime Club mystery. Doubleday, \$2. (12/5/34)

Cody, Stone
DANGEROUS GOLD

A fast-moving Western about an outlaw who broke with his gang. Author of *The Gun With the Waiting Natch*. Morrow, \$2. (12/3/34)

Dickson, Carter
THE WHITE PRIORY MURDERS

Although Marcia Tate, Hollywood star, was murdered after it stopped snowing there were no tracks in the snow, but Sir Henry Merivale solved the mystery. Author of *The Plague Court Murders*, etc. Morrow, \$2. (12/3/34)

Edginton, May**THE SUN WILL SHINE**

A story of young love and marriage and of the temporary unhappiness of a girl who was too dazzled by wealth and gaiety. Author of *Dance of Youth*, etc. Macaulay, \$2. (12/12/34)

Greig, Maysie**GOOD SPORT**

A complicated romance in which Susan falls in love with Terry while engaged to Lionel Drake, and then feels she must be a good sport and not let Lionel down after he loses his money. Market: All light fiction readers, Maysie Greig fans. Doubleday, \$2. (12/5/34)

Laver, James**BACKGROUND FOR VENUS**

The art world of London is the background for this romance of young John Fellows, an unknown but talented painter who was befriended by a noted art dealer. Knopf, \$2.50. (12/3/34)

Lilly, Jean**MURDER IN B-MINOR**

As the final measures of Liszt's Sonata in B-Minor came to their brilliant conclusion in the music room of Benjamin Whipple's palatial home, that talented and unscrupulous man fell dead—murdered. Dutton clue mystery for December. Author of *The Seven Sisters*, etc. Dutton, \$2. (12/1/34)

MacDonald, William Colt**POWDERSMOKE RANGE**

The Three Mesquiteers purchase an old Spanish ranch in the cattle country of the Southwest and become involved in a bloody range war. Author of *The Singing Scorpion*, etc. Market: All readers of Westerns. Covici, Friede, \$2. (12/4/34)

Philmore, R.**JOURNEY DOWNSTAIRS**

A host murdered at his own house-party and a prominent novelist given *carte blanche* by the chief constable to investigate along his own lines form the background of this Crime Club mystery. Doubleday, \$2. (12/5/34)

Rud, Anthony**HOUSE OF THE DAMNED**

A tale of horror, mystery and murder. Macaulay, \$2. (12/3/34)

Smith, Thorne**THE GLORIOUS POOL**

Another humorous, fantastic and ribald story by the late Thorne Smith, author of *Turnabout*, *Skin and Bones*, etc. In this story time turns backwards and the characters find themselves young again. Doubleday, \$2. (12/5/34)

Sprigg, C. St. John**THE PERFECT ALIBI**

Charles Venables, a newspaper crime reporter, goes to the aid of the local constabulary and solves the murder of Andrew Mullins, armament king. Crime Club mystery. Doubleday, \$2. (12/5/34)

Strange, John Stephen**FOR THE HANGMAN**

Mordaunt Peel satisfactorily investigates the murder of Boyd Jenkins, true confession story writer and despicable scandal monger, author of Baltimore's most scurrilous scandal column. Crime Club selection for December. Doubleday, \$2. (12/5/34)

White, Stewart Edward**FOLDED HILLS**

The concluding novel of the trilogy about Andy Burnett, pioneer plainsman and ranchero of the West. *The Long Rifle* and *Ranchero* were the earlier volumes. Market: All readers of distinguished fiction, those who read the earlier books, libraries. Doubleday, \$2.50. (12/5/34)

Reprints

Adams, Herbert**PAULTON PLOT**

Greenberg, 75¢. (12/10/34)

Carruthers, Margaret**BONDAGE**

Greenberg, 75¢. (12/10/34)

Jameson, Storm**THE LOVELY SHIP**

Greenberg, 75¢. (12/10/34)

Knight, Eric**INVITATION TO LIFE**

Greenberg, 75¢. (12/10/34)

Suckow, Ruth**THE BONNEY FAMILY**

Greenberg, 75¢. (12/10/34)

Postponements, Price Changes

Bell, E. T.**THE SEARCH FOR TRUTH**

Reynal & Hitchcock, \$3. (11/7/34, postponed from 10/10/34)

Beston, Henry B.**A GARDENER'S HERBS**

Doubleday, \$2. (12/5/34, postponed from 11/21/34)

Gibson, Langhorne and Harper, J.E.T.**THE RIDDLE OF JUTLAND**

Coward-McCann, \$5. (11/34, postponed from 10/25/34)

Keller, Helen Rex**DICTIONARY OF DATES**

Macmillan, \$15. (12/34, postponed from 11/34)

Kelley, Robert F.**THE YEARBOOK OF THE HORSE**

Dodd, Mead, \$3.50. (12/6/34, postponed from 11/15/34)

Krofta, Dr. Kamil**A SHORT HISTORY OF CZECHOSLOVAKIA**

McBride, \$2. (11/7/34, postponed from 9/34)

Loomis, Alfred**THE YACHTSMAN'S YEARBOOK**

Dodd, Mead, \$3. (12/6/34, postponed from 11/15/34)

Palmer, Frederick**BLISS: PEACEMAKER**

Dodd, Mead, \$3.50. (12/6/34, postponed from 10/11/34)

Pendray, G. Edward**MEN, MIRRORS AND STARS**

Funk & Wagnalls, \$3. (2/1/35, postponed from 10/21/34)

Mackaye, Milton**THE TIN BOX PARADE**

McBride, \$2.75. (11/7/34, postponed from 10/34)

Mathews, John Joseph**SUNDOWN**

Longmans, \$2.50. (11/7/34, postponed from 10/34)

Mills, Dorothy**THE MIDDLE AGES**

Minton, Balch, \$2.50. (12/34, postponed from 10/26/34)

Morton, H. V.**IN THE STEPS OF THE MASTER**

Dodd, Mead, \$3. (12/6/34, postponed from 10/25/34)

Mystery Chef**THE MYSTERY CHEF'S OWN COOK BOOK**

Longmans, \$3. (11/34, postponed from 10/34)

Soderman, Dr. Harry and O'Connell, John J.**MODERN CRIMINAL INVESTIGATION**

Funk & Wagnalls, \$3. (2/1/35, postponed from 10/26/34)

Stevenson, Burton, ed.**THE HOME BOOK OF QUOTATIONS, CLASSICAL AND MODERN**

Dodd, Mead, \$10. (12/6/34, postponed from 11/15/34)

Tomlinson, H. M.**SOUTH TO CADIZ**

Harper, \$2.50. (12/1/34, postponed from 11/8/34)

Woodward, Donald B. and Rose, Marc A.**A PRIMER OF MONEY AND INFLATION**

Whittlesey House, \$2. (1/35, postponed from 11/12/34)

Resolution Protesting State Library Appointment

THE WYOMING Library Association meeting at Laramie, September 10 and 11, passed a Resolution protesting the appointment of a State Librarian not trained in librarianship or otherwise educationally qualified to fill the position, a copy of the resolution to be sent to the new Governor and to be introduced in the next Legislature. It was decided to hold the 1935 meeting in conjunction with the A.L.A. Conference in Denver.

Calendar Of Events

November 14-15—Indiana Library Trustees Association, annual meeting at Lincoln Hotel, Indianapolis, Ind.

December 27-29—American Library Association, Midwinter meeting, Chicago, Ill. Headquarters at Knickerbocker Hotel.

May 20-29, 1935 — International Congress, Madrid, Spain.

June 24-29, 1935—American Library Association, fifty-seventh annual conference at Denver, Colorado. Headquarters at Cosmopolitan Hotel.

LIBRARY MARKET PAGES

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